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ABSTRACT

Based on the occupational clusters designated by the Department of Health, Education and Welfare, this curriculum guide presents a career exploration program for junior high and middle school students. The program, presented in eighty-minute weekly sessions, is designed as an alternative activity in which students can elect to explore a wide variety of occupations. Seven occupational clusters and an awareness unit are included in this document. The awareness unit covers the following concepts: educational awareness, career awareness, self-awareness, work habits and attitudes, decision making, and socio-technological and economic understanding. The next seven units cover the following occupational clusters: health, communications and media, consumer and homemaking, public service, personal services, hospitality and recreation, business. Each unit contains a brief introduction to the cluster area, instructional objectives, job descriptions and vocabulary terms related to the cluster area, learning activities, pre- and posttests, a list of teacher resources, and a list of student resources. Parts of the program are designed for a laboratory setting but can be adapted to the regular classroom setting. The units are not bound to any sequence, allowing the teacher to be selective. (BM)

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

CAREER EXPLORATION PROGRAM:

A CLUSTER APPROACH

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PREFACE

This publication is one of a series of curriculum documents in career education written under the statewide curriculum development project conducted by the New Jersey Curriculum Management Center. Materials developed under this project are published by the New Jersey Vocational-Technical Education Curriculum Laboratory in order to ensure the widespread availability of these materials to practitioners in the field at a reasonable cost.

Dr. Joseph F. Kelly

Project Director
New Jersey Curriculum Management Center

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INTRODUCTION

This is a career exploration program designed for seventh and eighth grades or a middle school. The program was written by three counselors as an alternative activity selection, meeting eighty minutes per week. Students would elect this program to explore a wide variety of occupations through a varied approach with "multi-hands-on" experiences.

The program is written according to the clusters as established by the Department of Health, Education and Welfare. Seven clusters and an awareness unit were selected for Part 1 of the program: Health Careers, Communications and Media, Consumer and Homemaking, Public Service, Personal Service, Hospitality and Recreation, and Business and Office Careers.

Each cluster unit is designed to be a teacher package which includes learning activities: field trips, resources, vocabulary, job descriptions, and pre-and post-testing. Each teacher can be as selective as s/he wishes and is not bound to any sequence. Teachers should incorporate additional activities where they deem practical.

Although parts of this program can be more readily implemented in a laboratory situation, it is possible to do all of these learning activities within the regular classroom by any teacher.

General Guidelines

1. Remember that you are not teaching a skill. A specific teaching objective is occupational exploration and awareness of opportunities in the job fields.

2. If a student cannot successfully perform the laboratory "Hands-On" experiments, s/he does not fail.

3. The entire cycle must be reviewed before teaching. Set aside appropriate time for the experiments and make sure that the necessary equipment is on hand.

4. Try out each activity before doing it with the class.

5. Make certain the contacts for resources, trips and speakers are all made and confirmed well in advance.

6. Safety: It is important to follow all safety rules and regulations as set forth by the local board of education.

Speaker Information

After scheduling the date and time with the speaker, the teacher or coordinator should:

Request materials to orient the students about the industry, occupational categories and the speaker.

Help students develop the background information about the speaker into a short, concise introduction.

Provide the speaker with information about the students, grade levels, interests, goals (in general) and an average level of indicated ability.

Ask the speaker to urge the students to stay in school; to emphasize the importance of the high school diploma.

State the total *class time available*. Tell the speaker how long s/he may talk with the students. Request time for the students to ask questions.

Encourage the speaker to bring any large pictures or other visual displays that may be suitable for illustrative purposes, as well as hand-outs for students to put in their notebooks.

Ask the speaker to cover:

Job opportunities in the field represented
Types of occupations which may develop in this industry in the near future
Educational requirements for this type of work
Hazards of this type of work
Salary range
Benefits
Educational opportunities
Stock rights and options
Attitudes that make desirable employees
Attitudes that cause employees to lose their jobs
Attendance.
Is it possible to obtain the needed training in high school?
Personality traits necessary for satisfactory and continued employment
The special satisfactions to be derived from this occupational area

Field Trip Procedures

Student Preparation

Be sure that the students are fully aware of the location of the site they are to visit.

Be sure that the students have been made aware of occupations available at the site. Use any available film or filmstrips that may relate to the industry or the occupations.

Wherever possible, have pictures of the site, occupations and products.

Explain the background and the development of the particular industry to be visited.

Tell the students the names of the industry or company and names of the people who have made the visit possible. (Put names on the blackboard or bulletin board. Post any pictures you may be able to gather).

Go over any maps or layouts of the site you may have. Point out interesting spots or areas you want the students to see.

Help the students develop some questions they may wish to ask at the site.

Get permission from parent or guardian to take field trip.

SELF-RECOGNITION

Educational Awareness

A. Objectives:

1. To establish a clearer understanding of oneself, knowing one's strengths and weaknesses.

2. To examine what it is you expect from the educational system.

3. To know your educational goals.

B. Survey (attached). This survey and all the other surveys in this unit (unless otherwise indicated) have been taken from *Career Education Assessment Instruments*, N.J. Division of Vocational Education, 1974.

C. Activities

1. Have students graph their last three year Iowa scores to show their strengths. Have students also make a list of three subjects beginning with their favorite. Compare their likes with their success. Discuss that factor. Also, discuss courses they do not like.

2. Have the students who express interest in the vocational areas visit a vocational school for a tour and perhaps some "hands-on" experience.

3. Have students who express interest in a college education visit a county college or community college to get acquainted with the college atmosphere.

4. Use the "Twenty Things You Love To Do" from *Values Clarification* by Sidney Simon as a tool to get students involved with themselves and academic interests.

5. Show filmstrip *Dropout – Road to Nowhere*. Have a high school dropout attending evening adult school come in as a speaker.

6. Have the students list five reasons education is important to an individual. Discuss all. Emphasize the need to be employed at the end of one's schooling.

D. Resources – Teacher

1. Filmstrip, *Dropout – Road to Nowhere*, Eye Gate
2. *Value Clarification*, Sidney Simon
3. *How To Study*, textbooklet by Thomas Slaton, available AGS
4. Filmstrip, *Four Who Quit*, 2 sound color filmstrips #88S
5. Filmstrip, *Hung Up On Homework*, 2 sound filmstrips #43S

E. Resources – Student

#371.42 Splaver, *Your Career If You're Not Going to College*

EDUCATIONAL AWARENESS

Purpose:

The statements below will help you deal with your feelings regarding your educational and related occupational preparation.

Need more information (Please check)		fully disagree 1	disagree 2	no strong feelings 3	agree 4	fully agree 5
_____	1. It is important to me to earn good grades.					
_____	2. My grades are important to my parents.					
_____	3. My grades are important to my teachers.					
_____	4. My grades are important to my friends.					
_____	5. The following subjects are important to me. (Rate each subject)					
	a. English					
	b. Mathematics					
	c. Social Studies					
	d. Physical Education					
	e. Business					
	f. College Prep					
	g. Home Economics					
	h. Industrial Arts					
	i. Foreign Language					
	j. Music					
	k. Art					
	l. Other (fill in)					
_____	6. What I learn in school will help me to be a success.					
_____	7. I like to work with my hands.					
_____	8. The longer I stay in school, the more money I can earn in a job.					

		fully disagree	disagree	no strong feelings	agree	fully agree
		1	2	3	4	5
_____	9. I want a job which requires a college education.					
_____	10. Failure in school means failure in a job.					
_____	11. My father expects too much of me in school.					
_____	12. My mother expects too much of me in school.					
_____	13. My teachers expects too much of me.					
_____	14. My mood affects my day in school.					
_____	15. I work as hard as I can in school.					
_____	16. Being with members of the opposite sex interferes with my school work.					
_____	17. I should develop an educational plan for the future.					
_____	18. Cultural enrichment courses should be included in the school program.					
	Examples: Afro-American History Film-making Photography English Literature Other (fill in)					
_____	19. It is important to me to finish high school.					
_____	20. I feel that education is a very important thing in a person's life.					
_____	21. Learning is easy for me.					
_____	22. I have good study habits.					

		fully disagree	disagree	no strong feelings	agree	fully agree
		1	2	3	4	5
_____	23. I select after-school activities which represent learning experiences for me.					
_____	24. All learning does not take place in school.					
_____	25. Homework helps me understand my schoolwork better.					
_____	26. Learning is a continuous process.					
_____	27. My school provides information about job opportunities.					
_____	28. Different kinds of educational plans are needed for different jobs.					
_____	29. It is important for me to continue my education beyond high school.					
_____	30. The school program should include learning how to get a job.					
_____	31. I should continually review my educational plans.					
_____	32. How far I can go in school will affect my choice of jobs.					
_____	33. My grades reflect my ability.					
_____	34. I expect to develop job skills while in high school so that I can be ready to take a job when I graduate.					
_____	35. The high school course which I choose will affect my plans for work or further education after high school.					

	1 fully disagree	2 disagree	3 no strong feelings	4 agree	5 fully agree
_____ 36. For every 100 people, only 12 to 15 of them need a college education to do their jobs. _____					

Please use this space for any comments you may have.

Career Awareness

A. Objectives:

1. To make students aware of trends in careers from the present day to the 1980's.

2. To make students aware of the career clusters.

3. To bring students to focus on three careers of their choice and know their requirements and descriptions.

4. To help students understand the employment process.

B. Survey (attached)

C. Activities

1. Have the students discuss the attached sheet entitled, "Who Will You Be In 1980?" *Christan Science Monitor,* March 18, 1974. Have students cite examples of some of these trends.

2. Have the students draw a symbol for each cluster and arrange the symbols into a design of the cluster system. The best design out of the classes to receive some prize.

3. Have a "Career Day". Students invite their parents in to visit and share their careers.

4. Have students use the help-wanted section of the newspaper to find possible jobs for themselves. Then have them write letters requesting interviews, fill out job applications, and/or role-play the job interview.

5. Research one to three careers using the attached form – Career Interview Guide. The research can come from all sources – someone in the job – or any text material.

6. Have students do #1-7, pages 29-30 in *My Career Guidebook.*

7. Have students take the California Occupational Preference Survey (COP).

8. Arrange a trip to a local State unemployment office. Have students observe the procedure and a typical interview.

D. **Resources – Teacher**

1. *Dictionary of Occupational Titles*, U.S. Dept. of Labor Volume I - II

2. *Occupational Outlook Handbook*, U.S. Dept. of Labor

3. California Occupational Preference Survey

4. Filmstrips: #40S - *Choosing Your Career*
   #44S - *An Overview of Technical Education*
   #66S - *The Year 2,000*

E. **Resources – Student**

1. Belman, Harry and Shertzer, Bruce, *My Career Guidebook*, New York, N.Y., Bruce Publishing Company, 1967

2. Career Awareness Booklet, King Features, New York, 1973.

3. #371.42 Paradise – *From High School To a Job.*
   #371.42 Paradise – *You and the Next Decade*
   #371.42 Roesch – *Money, Jobs and Futures*

CAREER AWARENESS

Purpose:

How you decide on what kind of education and job for which you will prepare depends on how you feel about things. The statements below deal with education, jobs, yourself, and procedures for deciding on a career area.

Need more information (Please check)		fully disagree 1	disagree 2	no strong feelings 3	agree 4	fully agree 5
_____	1. I need to know what training and education certain jobs in my community require.					
_____	2. I need assistance in finding jobs in the community.					
_____	3. I need to develop skills for a job for which I wish to apply at this time.					
_____	4. I need to know what skills I have which will be helpful to me in my job selection.					
_____	5. When I get a job, it is important to me to work with people with whom I can get along.					
_____	6. I would be willing to move to another part of the country with respect to my work.					
_____	7. Once I select a job, I cannot choose another job.					
_____	8. I need to know how much education is required for certain jobs in which I am interested.					
_____	9. Understanding my likes and dislikes is important in my job selection.					
_____	10. My parents (or guardians) probably know better than anyone else which job I should choose.					
_____	11. Knowing what I do well is important to job selection.					
_____	12. Knowing what I like to do is important to job selection.					

		fully disagree	disagree	no strong feelings	agree	fully agree
		1	2	3	4	5
_____	13. Salary is the most important item to me in choosing a job.					
_____	14. Promotions to a higher position are important to me.					
_____	15. Employment is a necessary part of life.					
_____	16. It is important to think about jobs while still in school.					
_____	17. A person is able to do any kind of work as long as he tries hard.					
_____	18. It is important that my career plans are acceptable to my family.					
_____	19. It is important that my career plans are acceptable to my friends.					
_____	20. I like to work with groups of people.					
_____	21. I like to work alone.					
_____	22. To be happy on a job, I need freedom to do the job the way I think is best.					
_____	23. I perform best when competing with others.					
_____	24. I prefer to plan and organize the work of others.					
_____	25. My job must allow me to pursue my interests.					
_____	26. My physical make-up (size, strength, weight, etc.) will influence the kind of work I can do.					
_____	27. Knowledge of professional organizations and labor unions is important.					

	fully disagree	disagree	no strong feelings	agree	fully agree
	1	2	3	4	5
_____ 28. I would like my work to involve personal and social services. (Example: teacher, homemaker, deliveryman, beautician, doctor, etc.)					
_____ 29. I would like my work to involve the natural environment. (Example: forestry, ecology, geology, oceanography.)					
_____ 30. I would like my work to involve my mechanical ability. (Example: repairing, designing, operating machinery and equipment.)					
_____ 31. I would like my work to involve my artistic ability. (Example: artist, landscaper, painter, interior decorator.)					
_____ 32. I would like my work to be in the field of business. (Example: accountant, bookkeeper, banker, secretary, computer operator.)					
_____ 33. I would like my work to involve scientific research. (Example: chemist, physicist, biologist, space.)					
_____ 34. Most people find a job:					
a. Using the want ads in the newspaper.					
b. Using an employment agency.					
c. Through friends.					
d. Through radio and television.					
_____ 35. I would like a job where I would be expected to belong to and participate in different social clubs and sports activities.					
_____ 36. I would be willing to move outside of the country with respect to my work.					

		fully disagree	disagree	no strong feelings	agree	fully agree
		1	2	3	4	5
_____	37. If I liked the work, it would not matter to me if it took two or more years of practice to become skillful.					
_____	38. It is important to me to try to find a job that I will be proud to do.					
_____	39. Today, many people such as technicians, craftsmen, mechanics, truck drivers, can earn as much as people with a college education.					

CAREER INTERVIEW GUIDE

Directions: You may write on this paper and fill in the answers as you ask the questions. Use another sheet of your own paper if you have additional questions or need extra space.

Name of occupation _____ Name of person interviewed _____

1. What benefits does your product(s) or service(s) render to other people? _____

   _____

2. Are workers in demand today? _____ Is employment expected to increase or decrease? _____ How much or how little? _____

3. What do you actually do in your job? _____

   _____

   _____

   Describe a typical day. _____

   _____

   Describe an unusual day or experience. _____

   _____

4. Please explain how this job does or does not satisfy your hopes, goals and needs. _____

   _____

   _____

5. In our fast-moving world, how do you see this job changing in the next few years? _____

   _____

   _____

6. What preparation, education, and training do you need for this job? _____

   _____

7. Are there any other qualifications you must have in order to get this job? (ex., health, height, weight, age, vision, physical strength, union, certificate, or license). _____

   _____

8. What are the financial rewards (pay) in this job? To start? _____ Top pay? _____ Fringe (extra) benefits which are worth money? _____

   _____

What are the non-financial rewards of the job?_____

_____

9. What are the unpleasant parts of your job?_____

_____

10. If you were to choose again would you still enter this field of work?___
Please explain._____

11. If a young person my age were to be seriously interested in this occupation, what would you suggest s/he do now and in the next several years to get ready?_____

_____

12. Please explain any chances for advancement in this field._____

_____

13. In what geographical areas would I have the best chance of getting a job like yours?

_____

_____

14. Is your work hazardous?_____ What about accidents or occupational diseases?

_____

15. In comparison with other occupations requiring about the same level of ability and training, in what way is your job more or less attractive?_____

_____

16. Is your employment steady, seasonal, or irregular?_____

_____

17. What are some other jobs to which your occupation may lead?_____

_____

18. How did you get your first job in this field?_____

Is experience necessary before one can start?_____

19. In what types of companies may I find employment in your field?_____

_____

Self-Awareness

A. Objectives

1. To increase the awareness of one's values, abilities and interests.

2. To understand how one relates to others.

3. To use and apply the knowledge of oneself in making a future career goal.

B. Survey

C. Activities

1. Have the students design a collage of pictures from magazines that best represents what it is they most value, enjoy, dream about, or want. Have the students share this with classmates and have their peers respond to what they see.

2. Have the students fill out one or more of the charts on Personal Qualities (pp. 23–31). This will facilitate each student's self-appraisal.

3. To discuss one's uniqueness, use the questions on page 11 from *Telling Your Story* by Sam Keen.

4. Use different techniques from Sidney Simon's *Value Clarification.* Some of the best are:

   p. 41 - Value Voting List
   p. 58 - Card Order
   p. 130 - Value Whips
   p. 174 - –ing Name Tags

5. Have each student list five adjectives that best describe a friend in class. Exchange and discuss the reactions in pairs. Encourage the students to be objective and not destructive of other's feelings.

6. Use p. 13-14 of *Growth Games* by Howard Lewis. Taking Responsibility for Yourself. Develop some sentences that display impersonal form of speech ("it" language).

7. List five factors which make you desirable for someone to hire and five factors which make you undesirable. What limits are there in career selection due to these factors?

D. Resources – Teacher

Keen, Sam and Fox, Anne, *Telling Your Story*

Lewis, Howard, *Growth Games*, New York, Bantam, 1972

E. Resources – Student

Filmstrips: #47-SH – *Turning Over A New Leaf*
#53-S – *Getting To Know Me*
#54-S – *Problems of Adolescence*
#72-S – *Your Personality – The You Others Know*

SELF-AWARENESS

Purpose:

The statements below are concerned with how you feel about your own values, interests and abilities, and your relationships with other people.

Need more information (Please check)		fully disagree 1	disagree 2	no strong feelings 3	agree 4	fully agree 5
_____	1. My physical makeup (size, strength, weight, etc.) affects how I feel about myself.					
_____	2. My appearance affects the way I act.					
_____	3. My physical makeup affects my job choice.					
_____	4. I am accepted by my classmates.					
_____	5. I get enough sleep.					
_____	6. I feel that I'm in good health.					
_____	7. I get upset over poor grades.					
_____	8. I worry about my grades.					
_____	9. I am afraid of tests.					
_____	10. I am a better student than most of my classmates.					
_____	11. I enjoy being with my mother or guardian.					
_____	12. I enjoy being with my father or guardian.					
_____	13. I enjoy being with my sister or sisters. (Leave blank if you do not have a sister.)					
_____	14. I enjoy being with my brother or brothers. (Leave blank if you do not have a brother.)					
_____	15. I enjoy being with my friends.					

		fully disagree	disagree	no strong feelings	agree	fully agree
		1	2	3	4	5
_____	16. My family worries about money.					
_____	17. My parents choose my friends.					
_____	18. I work to the best of my ability.					
_____	19. I know how to budget my time.					
_____	20. I have trouble making friends.					
_____	21. I feel I am left out of things with my friends.					
_____	22. I am afraid to make mistakes.					
_____	23. I succeed in most of the things I do.					
_____	24. The condition of my skin bothers me.					
_____	25. I like to earn my own money.					
_____	26. I get along well with members of the opposite sex.					
_____	27. I get along well with member of the same sex.					
_____	28. It would bother me if people talked about me behind my back.					
_____	29. It is important to be one of the gang.					
_____	30. I like having authority over others.					
_____	31. I like making my own decisions.					
_____	32. I like myself the way I am.					
_____	33. I can control my emotions.					

		fully disagree	disagree	no strong feelings	agree	fully agree
		1	2	3	4	5
_____	34. I feel that people often take advantage of me.					
_____	35. I feel that my abilities are recognized by others.					
_____	36. I like participating in extra-curricular activities.					
_____	37. I like participating in activities outside of school.					
_____	38. I feel comfortable living in my community.					
_____	39. I feel good about myself.					
_____	40. I know how to look for a job.					
_____	41. I get bored easily.					
_____	42. Sitting still for long periods bothers me.					
_____	43. My father (or guardian) trusts me.					
_____	44. My mother (or guardian) trusts me.					
_____	45. I feel I can do anything I want.					
_____	46. My parents are too strict with me.					
_____	47. I like to finish everything I start.					
_____	48. I feel it is sometimes necessary to cheat.					
_____	49. I like doing things in a new way.					
_____	50. I like doing new things.					
_____	51. I have a good memory.					
_____	52. I am willing to get up in front of a group.					

		fully disagree	disagree	no strong feelings	agree	fully agree
		1	2	3	4	5
_____	53. I know where to find the information that I need.					
_____	54. It doesn't bother me when people criticize what I do.					
_____	55. I prefer to work with people.					
_____	56. I prefer to work with objects. (electrical, mechanical, etc.)					
_____	57. I would like to work with words.					
_____	58. I would like to work with numbers.					
_____	59. I can accept responsibility.					
_____	60. I work better under pressure.					
_____	61. I need someone to tell my troubles to.					
_____	62. I like to do things in my own way.					
_____	63. Being popular is important to me.					
_____	64. I know what kind of education is best for me.					
_____	65. I know the kind of job for which I would like to prepare.					

Please use this space for any comments you may have.

Personal Qualities

Directions: The following list, which is not complete, contains personal qualities, many of which relate to a variety of jobs. These are included here to help you in knowing yourself. Read each item carefully, consider how it applies to you, and make an X in the column which best describes what you like in each instance. You may find it most helpful to talk over your personal qualities with your school counselor, teacher, parents, or principal after you have finished checking the list.

Do I like to do thing which require me:	Very little	Somewhat	Very Much
1. To use my hands in making things, either in operating a machine or in using a tool of some sort?			
2. To be patient and accurate?			
3. To work and cooperate with others?			
4. To take orders from others?			
5. To work with farm and other animals?			
6 To work outdoors?			
7. To judge the quality of merchandise?			

Do I like to do things which require me:			
1. To be prompt and punctual?			
2. To be in clean surroundings?			
3. To be in noisy places?			
4. To move around from place to place?			
5. To use my physical strength?			
6. To have ideas and imagination?			
7. To stay indoors?			
8. To make plans and organize activities?			
9. To work by myself?			
10. To read and to study?			
1 1. To express myself in writing?			

	Very little	Somewhat	Very much
12. To think rapidly?			
13. To use mathematics? (work with numbers)			
14. To be constantly alert and ready for action?			
15. To make decisions by myself?			
16. To assume responsibility for others?			
17. To meet people?			
18. To present a point of view and talk convincingly on a subject?			
19. To sell things?			
20. To work with groups of children?			
21. To express ideas through art or artistic ability?			
22. To manage money?			
23. To care for someone ill?			
24. To do housework and plan meals?			
25. To be with people other than myself ?			
26. To be casual and relaxed?			

Can you list other personal qualities in a person's makeup that may be important in career planning? Analyze yourself in the same way as above.

Directions: Write in other personal qualities which you consider important but were not listed above.

Do I like to do things which require me to:	Very little	Somewhat	Very Much
1.			
2.			
3.			
4.			

When I am with a group, do I:	Rarely	Some-times	Usually
1. Show respect for elders?			
2. Show my willingness to try new ways of doing things?			
3. Often get appointed as chairperson of a committee?			
4. Sit back and let someone else do the work?			
5. Complain when the group decides to engage in an activity in which I am not interested?			

	Rarely	Some-times	Usually
6. Go along with the group rather than state my own feelings in order to be in with the gang?			
7. Get asked to do an important job?			

Directions: From the above list, write down the statements you believe represent your strong points and those that represent your week points when in a group.

These are my strong points :

_____

_____

_____

_____

These are my weak points :

_____

_____

_____

_____

How might I overcome my weaknesses in getting along with others?

_____

_____

_____

_____

Suggestion: Go over the lists shown above with a personal friend to see if he/she agrees with you. Confer with your teacher, school counselor, or parent about the way you see yourself.

SOME NOTES ABOUT MY FEELINGS AND PERSONAL BEHAVIOR

	Not often	Usually	Always
1. Do I show good sportsmanship?			
2. Do I gossip?			
3. Do I support school teams?			
4. Do I participate in school activities?			
5. Do I cooperate with teachers and school administrators?			
6. Do I respect school and other public property?			
7. Do I respect private property and belongings?			
8. Am I safety-minded?			
9. Do I take responsibility at home cheerfully?			
10. Do I think in a healthy, positive manner?			
11. Do I like to attract attention?			
12. Do I speak so softly that it is difficult for others to hear me?			
13. Do I like to tackle difficult problems?			
14. Am I disturbed when I am ignored or passed over?			
15. Do I try to make many acquaintances?			
16. Do I prefer to associate with just a few close friends?			
17. Do I prefer to be alone?			
18. Do I have regard for the feelings of others?			
19. Do I make remarks that are embarrassing to others?			
20. Am I inclined to hold to my point of view even though it may be wrong?			

Reprinted from *My Career Guidebook.*

Personality Trait Checklist

Read through the list of personality characteristics. Check off and rate those traits that presently apply to you. Study your answers. What do they tell you about yourself? Reread the list a second time and underline those personality characteristics that you would like to improve upon or have. Write a short composition about the type of person you would like to become.

I am the type of person who is:

_____aggressive	_____friendly	_____tactful
_____alert	_____honest	_____trustworthy
_____ambitious	_____industrious	_____well-groomed
_____angered easily	_____compassionate	_____loyal
_____conscientious	_____mature	_____considerate
_____neat	_____cooperative	_____patient
_____courteous	_____poised	_____creative
_____prompt	_____curious	_____sociable
_____dependable	_____sympathetic	_____respectful of property

I would like to become the type of person who is _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Martin Kornfeld, Herbert Hoover Junior High School, Edison, New Jersey

SELF-RATING CHART

Name _____ Grade _____ Date _____

Read each statement listed below and place an X in the column (1-5) that best describes you.

Col. #1: Decidedly Below Average or Seldom; #2: Below Average or Sometimes; #3: Average or Generally; #4: Excellent or Usually, and #5: Superior or Always.

	1	2	3	4	5
1. Physical Traits					
a) Do I exercise good health habits?					
b) Do I possess vitality?					
c) Do I exercise self-control?					
d) Do I present a good appearance?					
2. Work Habits					
a) Do I do only my own work, without talking?					
b) Am I ready to start working as soon as I enter the room?					
c) Do I listen to and follow directions?					
d) Do I work until the job is finished?					
3. Mental Characteristics					
a) Do I think clearly and with an open mind?					
b) Am I intellectually curious?					
c) Am I mentally industrious, possessing the will to do?					
d) Do I exercise constructive imagination?					
e) Do I read the directions before asking questions?					
f) Do I do more work than is required?					
g) Do I use the library regularly?					
h) Do I bring things related to classwork to the class?					

	1	2	3	4	5
4. Social Attributes					
a) Do I take a genuine interest in others, being responsive to them?					
b) Do I work harmoniously as a member of a team?					
c) Am I considered dependable by my classmates, teachers?					
d) Am I able to express myself effectively?					
e) Do I think of how my actions and speech will affect others before I act or speak?					
f) Do I keep order in my section of the room by behaving?					
g) Am I courteous to my fellow students and the teachers?					
h) Do I show an active interest in every class activity?					
5. Moral and Spiritual Beliefs					
a) Do I have high ideals?					
b) Do I possess moral courage?					
c) Do I have a true appreciation of worthwhile things?					
d) Do I believe in the cultivation of one's higher nature?					
6. Responsibility					
a) Am I on time to class and with my work?					
b) Do I behave myself in class during the teacher's absence?					
c) Do I bring my materials to class every day?					
d) Do I take part in class discussions?					
e) Must I be spoken to individually because I have not listened to class directions?					

After completing the self-rating chart, connect the X's with straight lines and you can get a sort of profile showing your strong and weak points *as you see them*.

From T.S. Keith, Lafayette School, Kipling, North Carolina, (Introduction to Vocations), Beam and Clary.

Values and Problem Solving

Each statement illustrates a particular value. Determine which statement you value more. Write a short statement explaining each of your answers.

Which would you choose?

(Have the student use a separate sheet for the answers.)

1. a) A job that pays $200 a week, but which involves constant travel.
   b) A job of the same type paying only $100 a week, but allowing you to stay at home.

2. a) To make a lot of money.
   b) To have prestige and have others look up to you.

3. a) To have a job and independence immediately after high school.
   b) To give time to further education or training in order to qualify for a better job.

4. a) To defend your belief even though you know your action may make you unpopular with your co-workers.
   b) To keep silent about your beliefs in order to keep the approval of your co-workers.

5. a) To work in an office where the beginning pay is good, but the physical surroundings are unattractive and co-workers are ill-mannered.
   b) To work in an office where the beginning pay is less, but the physical surroundings are good and co-workers are well-mannered.

Reprinted from the *Westside High School Vocational Guidance Report,* Newark, New Jersey, 1964.

You are in an air-raid shelter which is capable of sustaining three more people. From the following persons outside of the shelter, listed below, which three would you select to join your group?

(1) policeman
(2) sick woman
(3) the husband
(4) an engineer
(5) comedian
(6) professor
(7) an old woman
(8) priest
(9) physician
(10) child
(11) musician
(12) architect
(13) maintenance man

You have 15 minutes to arrive at a unanimous decision.

Appreciation, Work Habits, Attitudes

A. Objectives

1. To recognize the positives and negatives in our environment.

2. To explore what ways one could be most productive in his/her work situation.

B. Survey

C. Activities

1. Explore a common object – e.g., a tomato. Describe it in many terms: How does it feel? What does it smell like? What noise does it make? What colors do I see?

2. Use page 41-42 in *Growth Games* to do more with appreciation.

3. Find a group of pictures that show each of the following:
   a. house I'd like to live in
   b. room I'd like to sleep in
   c. car I'd like to drive
   d. place I'd like to vacation at
   e. place I'd like to work
   f. clothing I'd like to wear
   g. person I'd like to be like

   Have the students share these in a group and "tell their story."

4. Take an imaginary walk through your hometown – see people, places, smells, and get "in touch" with feelings that pop up.

5. Use *My Career Guidebook* p. 16-18 to know more about daily habits.

D. Resources – Teacher

Filmstrip: #875 – *Personal Commitment*

My Career Guidebook

APPRECIATION, WORK ATTITUDES AND HABITS

Purpose:

How you feel towards yourself, others, and work, affects your attitudes, values and behavior. The statements below should help you see how such things might affect your career.

Need more information (Please check)		fully disagree 1	disagree 2	no strong feelings 3	agree 4	fully agree 5
_____	1. Money is the most important factor in considering a job.					
_____	2. When I am given work to do, I complete it to the best of my ability.					
_____	3. I prefer to work with people of the same sex.					
_____	4. It would bother me if I came to work late.					
_____	5. I prefer to work with people of the same race.					
_____	6. I would not like to work in one job too long.					
_____	7. I do my best work when I compete with others.					
_____	8. Working with handicapped people would not bother me.					
_____	9. I think that if a certain dress code were required on the job, I would follow it.					
_____	10. I do my best work when I can create something new.					
_____	11. I like to try out new ideas.					
_____	12. Rewards are not important for me to do my best work.					
_____	13. I want people to recognize the value of my work.					
_____	14. It is important for me to know that I have done a good job.					

		fully disagree	disagree	no strong feelings	agree	fully agree
		1	2	3	4	5
_____	15. It is important to me that people I work with do their fair share.					
_____	16. It is important to know that my job will last.					
_____	17. My mood would not affect the quality of my work.					
_____	18. Women should not work after marriage.					
_____	19. Women should set up life-long career plans.					
_____	20. Men should set up life-long career plans.					
_____	21. I work better when there is no special skill required to do the task.					
_____	22. I work better when many skills are required.					
_____	23. I work better when the skills that are required are learned on the job.					
_____	24. I would be willing to fulfill the required time needed to master a skill.					
_____	25. I would prefer to work under the direction of someone else.					
_____	26. I would prefer to work for myself.					
_____	27. I should accept responsibility for the quality of my work.					
_____	28. I would prefer a job which took only a little time to learn.					
_____	29. The kind of job a person has influences the degree of respect that I have for that person.					

Please use this space for any comments you may have.

Decision-Making

A. Objectives

1. To help students develop skills in making decisions
2. To help students make decisions relative to employment

B. Survey

C. Activities

1. Use Sidney Simon's *Value Clarification:*
   p. 193 – Alternatives Search
   p. 198 – Alternatives Action Search
   p. 209 – Removing Barriers to Action

2. Use filmstrip series:
   1-S – *How Shall We Live*
   47-SF – *Personal Problem Solving*

D. Resources – Teacher and Student

1. Filmstrips listed above
2. Sidney Simon's *Value Clarification*

DECISION-MAKING

Directions:

Please rate the choices to the following statements in the order of importance to you.

5 – Most important
4 – Very important
3 – No feelings one way or another
2 – Little importance
1 – Least important

Put each letter next to the choices in the numbered box which indicates how you feel about that choice. There is no "correct" ranking.

1	2	3	4	5
least important	little importance	no feelings one way or another	very important	most important

Example:

If you were offered a part-time job, you would:

a. Take it because you need spending money
b. Rather not give up the time
c. Take it if there were a chance for promotion
d. Take it if you could work with friends
e. Take it if it paid enough

DECISION-MAKING

Purpose:

The statements below represent factors that you might consider in making decisions in the situations listed. Each person has to learn how to decide what is important to him or her.

1	2	3	4	5
least important	little importance	no feelings one way or another	very important	most important

1. In order to make a decision, you should know:
   a. How you feel about yourself
   b. How your friends feel about you
   c. How your parents or guardians feel about you
   d. How your teachers feel about you
   e. How your relatives feel about you

2. In order to be successful in selecting a job, you should know:
   a. The right people
   b. What abilities you have
   c. As much as possible about the job
   d. The educational requirements
   e. Information gained from previous on-the-job experience

1	2	3	4	5

3. When you decide you need help in making a decision, you would go to:
   a. Your friends
   b. Your parents or guardians
   c. Your teachers
   d. Your clergyman
   e. Your counselor

1	2	3	4	5

4. In looking for information about jobs you would rely on:
   a. newspapers, books, T.V., radio
   b. parents and friends
   c. practical experiences in jobs
   d. school trips to industries
   e. guidance counselors

1	2	3	4	5

	1 least important	2 little importance	3 no feelings one way or another	4 very important	5 most important
5. In developing your educational plans, you would consult:					
a. parents or guardians					
b. no one					
c. friends					
d. teachers					
e. counselors					
6. You expect to get training and education for your job through:					
a. on-the-job training					
b. high school education					
c. apprenticeship					
d. vocational school					
e. college education					
7. The decision to continue your education should be made by:					
a. you					
b. parents or guardians					
c. teachers					
d. counselors					
e. friends					
8. Success in what you do is related to your:					
a. Intelligence – how smart you are					
b. Motivation – how much you want to perform					
c. Attitude – how you feel about yourself					
d. Physical ability – endurance, strength, health					
e. Aptitude – your ability to learn					
9. In choosing a job you would consider:					
a. Whether or not you would have to get education beyond high school to qualify					
b. Whether or not you could work with your friends					
c. How much money the job will pay					
d. Your ability to do the job					
e. How important you would feel in such a job					

	least important	little importance	no feelings one way or another	very important	most important
	1	2	3	4	5

10. You might quit high school before graduating if you:
    a. Got a full-time job
    b. Started your own business
    c. Failed too many subjects
    d. Were not to graduate with your class
    e. Got married

11. If you were not successful in reaching a goal you would:
    a. Try it again
    b. Forget it
    c. Seek additional help
    d. Make other plans to reach the goal
    e. Set up new goals

1	2	3	4	5

12. If you were not successful in reaching a goal you would blame:
    a. Yourself
    b. Other people
    c. Luck or the situation
    d. Lack of experience
    e. Lack of information

1	2	3	4	5

13. If your family income could not support your college education you would:
    a. Get a part-time job or a loan
    b. Work a year before starting college
    c. Get a job and go to college evenings
    d. Get a full-time job and forget college
    e. Go into the service

1	2	3	4	5

14. My study and work habits are influenced by:
    a. My friends
    b. My parents
    c. Whether I think the effort will pay off
    d. The fact that most things kids do are considered unimportant by adults
    e. The fact that you should have fun when you are in school. There is enough time for work after school.

1	2	3	4	5

15. I choose school subjects on the basis:

a. Of subject choices made by friends
b. Of what is required – I just want to get out of school
c. That my parents want me to take subjects which will get me into college
d. That my plans for after high school are set and I know what I want
e. That I am not sure what I want to do after high school so I am trying different subjects

Least important	Little importance	No feelings one way or another	Very important	Most important
1	2	3	4	5

16. You know that you have made a good decision when:

a. People who are important to you say you are doing a good job
b. You feel satisfied with the progress you are making
c. You find what you have decided to do is not working out and you decide to try something else
d. You can plan and then take next steps
e. It fits in with other things that you are doing

1	2	3	4	5

Please use this space for any comments you may have.

Socio-Technological, Economic Understanding

A. Objectives

1. To gain knowledge of the societal, political, economic and technological aspects of careers in our changing world.

2. To gain an understanding of the changing role of women today:
   a. to increase the awareness of women's role in the business world.
   b. to know and understand what careers have historically been closed to women.

B. Survey

C. Activities

Women's roles

See outline of Activities on pages 45–49.

Changing scenes

1. Explore the following trends with students – use panel discussion/debates to analyze their merits.
   a. the shorter (4 day) work week
   b. high absenteeism on the job
   c. new "working conditions" – vacations, physical setting, free time
   d. changing attitudes toward work

D. Resources – Teacher

1. Filmstrips
   a. #455 – *Preparing for the Jobs of the 70's*
   b. *Career Mothers* – Media Corporation
   c. *Jobs and Gender* – Guidance Associates
   d. *Women: The Forgotten Majority*

2. Monographs – (attached sheet, page 50)
3. Department of Labor printout – (good resource for current material)

E. Student Resources

1. See attached sheet, page 50
2. #66S – *The Year 2,000*

Socio-Technological, Political, Economic Understanding

Purpose:

The statements listed below are to help you to find out how you feel about the economic, political, social and technological conditions in our society and how these might influence your career progress.

Need more information (Please check)		fully disagree	disagree	no strong feelings	agree	fully agree
		1	2	3	4	5
_____	1. The kind of job I get will have an effect on what people think of me.					
_____	2. Women and men performing the same job should get equal pay.					
_____	3. Women and men should be given the same opportunities for jobs.					
_____	4. Women generally do not have the same opportunity as men to get high positions.					
_____	5. I feel that it is harder for black and Spanish speaking people to get jobs than it is for white people.					
_____	6. In some jobs a person's religious beliefs affect his/her opportunity for employment.					
_____	7. If I applied for a job and another person having much more experience but who had a criminal record also applied, I would probably get the job because employers are reluctant to hire people with records.					
_____	8. If I were to drop out of school my chances of finding employment would not be as good as they would be if I completed high school.					
_____	9. I think everyone who is capable should work.					
_____	10. If the company I was working for installed new equipment, I would be willing to learn how to use it even though it meant taking special training.					
_____	11. If it were difficult to find a job in the kind of work for which I was trained, I would look for some other kind of work.					
_____	12. It is important that I learn what is going on in city, state, and federal government because people in politics determine government projects and most related jobs.					

		fully disagree	disagree	no strong feelings	agree	fully agree
		1	2	3	4	5
_____	13. Homosexuals should have equal opportunities for jobs.					
_____	14. Unwed mothers should have equal opportunities for jobs.					
_____	15. I am going to have difficulty in getting my first job because most employers do not like to give a beginner a job.					
_____	16. If there were a labor union or association that I could join when I got a job, I would join.					
_____	17. If I had to choose between a job that would offer high pay, but would not give other satisfactions, and one which would pay less but would make me happy, I would take the job where I felt I could be happy.					
_____	18. Job opportunities depend on level of skills and training.					
_____	19. The more education and skill I get, the better my chances to find a job.					
_____	20. If my family income was not enough to send me to college, I would still go by getting a loan or a job.					
_____	21. If I lost my job when I was 48, I would have difficulty in finding work, because most employers do not like to hire older people.					
_____	22. Many employers do not like to hire students who wear "mod" clothes and hair styles.					
_____	23. Many parents get up-tight when their children start wearing "mod" clothes and hair styles, listening to "rock" and doing new dances.					
_____	24. Most adults don't even try to understand teenagers.					
_____	25. If I were an 11th grade student applying for a part-time job which *did not* require college ability and a college student also applied, the employer would rather hire the college student.					

		fully disagree	disagree	no strong feelings	agree	fully agree
		1	2	3	4	5
_____	26. I don't like to hang out with any particular group of students. I like to feel free to choose my friends from any group.					
_____	27. The kind of program I take in high school (College Prep or Vocational) will have an effect on what people think of me.					

Please use this space for any comments you may have.

Activities:

1. Speakers:
   a. National Organization of Women or Women's Equality Action League
   b. High school, college student, career woman: successful role model made available

2. Auditorium program:

   Women in Words and Images – present program that discusses stereotypes in our language

   (Box 2163, Princeton, New Jersey 08540)

3. List famous males and females – compare your lists. Discuss pivotal questions: "Has history omitted woman's accomplishments?"

4. Ask students to describe T.V. ads which show stereotypes of women and men – (housewives, glamour girls)

5. Compare the graphs enclosed in this unit:

   Pay Graph

   a. Ask for definitions and examples of each job category. Define median, average.
   b. Are there any jobs where women earn as much as men?
   c. In which type of career shown can women make the most money?
   d. About how much more do professional men earn than professional women?
   e. In how many careers can men earn over $6,000 a year?
   f. Which careers offer that much to women workers in that field?
   g. Which careers show the largest gap between men's and women's earnings?

   Occupation Graph

   a. In which fields are almost all workers men?
   b. Which fields employ a higher number of women?

6. Have students collect news articles that report changes affecting women. Have students collect ads that demean males or females.

7. Below are two check lists. One is for girls and the other is for boys. Boys check the things on your list that you would not do. Girls, do the same with your list.

FOR BOYS ONLY

_____ cook for a girl
_____ knit
_____ wash dishes for a girl
_____ ask a girl to pay her way on a date
_____ wear a dress in a play
_____ use hairspray
_____ wear a wig
_____ cry
_____ cry in front of a girl
_____ take Home Economics in school
_____ hit a girl
_____ kiss my father
_____ carry a girl's pocketbook for her
_____ wear beads or other jewelry
_____ go to a dance without a date
Other things I would not do:

FOR GIRLS ONLY

_____ smoke a pipe or cigar
_____ wear curlers in front of a boy
_____ let a boy wash dishes for me
_____ pay my own way on a date
_____ pay for a boy as well, on a date
_____ dress like a man in a play
_____ wear a necktie
_____ pick up something a boy has dropped
_____ beat a boy at some sport
_____ try to join a boy's club or team
_____ take Shop in school
_____ curse in front of a boy
_____ hit a boy
_____ kiss my mother
_____ phone a boy just to talk
_____ ask a boy out on a date
Other things I would not do:

Now, here are two more lists. Some items may seem the same. But this time, girls look at boys, and boys look at girls.

FOR BOYS ONLY

I would be upset if my girlfriend:

_____ didn't care much about her looks
_____ spent a lot of time on her looks
_____ didn't wear any makeup
_____ wore curlers in front of me
_____ couldn't cook
_____ could beat me at some sport
_____ was better at building things than I
_____ was physically stronger than I
_____ was taller than I
_____ got better grades than I
_____ had more education than I
_____ had a lot more money than I
_____ paid her way on dates
_____ sometimes paid for me on dates
_____ smoked a pipe or cigar
_____ cursed in front of me
_____ phoned me more than I phoned her
_____ made most of our decisions
_____ Other:

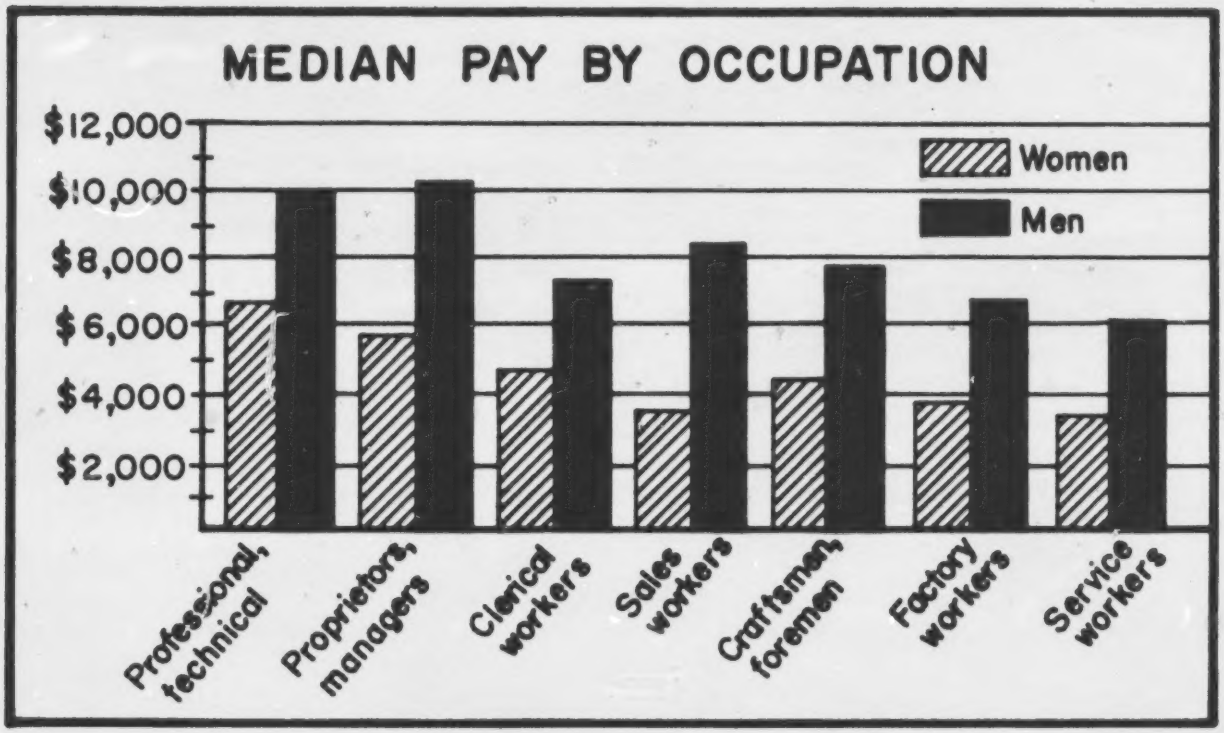
FOR GIRLS ONLY

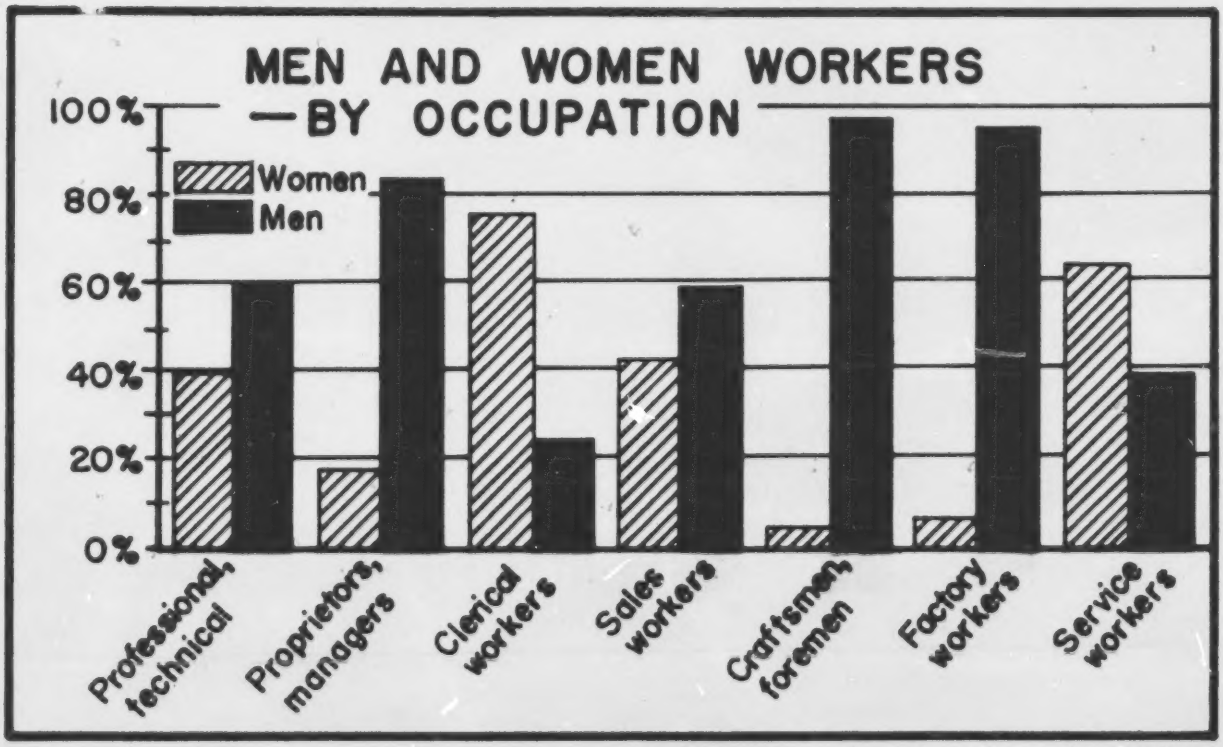
I would be upset if my boy friend:

_____didn't care much about his looks
_____spent a lot of time on his looks
_____wore cologne or dyed his hair
_____cried in front of me
_____liked to sew or knit
_____could cook better than I
_____wasn't good at sports
_____was physically weaker than I
_____was shorter than I
_____got better grades than I
_____had more education than I
_____asked me to pay my way on dates
_____took home economics in school
_____didn't open doors for me
_____didn't help me carry packages
_____cursed in front of me
_____made most of our decisions
Others:

You might count how often each item was checked by members of your class. Which things were checked most often? Which least often?

Girls might look at the boys' answers, and boys at the girls' answers. Do any of their answers surprise you?





NEWSTIME, October 30, 1972, Teacher's Edition

Monographs

Ambrose, Jean, *The Dual Problem of Sexism and Sex Discrimination in Vocational Education in New Jersey*, #1D-WIE-01, N.J.E.A. Publication.

Ambrose, Jean, *Women, Career Education, and the World of Work*, N.J.E.A. Publication #1D-WIE-02.

Bering, Phyllis, *Open Doors for Women*, January, N.J.E.A. Review, 1973.

Iglitzin, Lynne, *A Child's Eye View of Sex Roles*, N.J.E.A. Reprint

Jacobs, Carol, *Sexism in the Elementary School*, N.J.E.A. Reprint

Levy, Betty, *Do Teachers Sell Girls Short?*, N.J.E.A. Reprint

Walker, Leonore, *Woman's Rights in Education: The Study of Sex Discrimination in the New Jersey Public Schools*, Publication #1D-WIE-04, N.J.E.A. Publication

Student Resources

Lollipop Power
P.O. Box 1171
Chapel Hill, North Carolina 27514

Feminists on Children's Media – *Little Miss Muffet Fights Back*
Both have listings of non-sexist books for children.

Ms. Magazine – monthly articles, "Stories for Free Children"

Cleaver, Vera and Bill, *I Would Rather Be a Turnip*, Lippincott

Dunnahoe, Terry, *Emily Dunning, A Portrait*

Dunnahoe, Terry, *Nellie Bly, A Portrait*,(Reilly and Lee)

Mann, Peggy, *Amelia Earhart, First Lady of Flight*, (Coward, McCann)

Treman, Rose, *The Fight For Freedom For Women*, (Ballantine Books,1973)

HEALTH CLUSTER

Introduction

It is predicted that by 1980 the Health Care industry will be the largest industry in the nation,embracing over five million workers.

We have seen a vertical explosion in the health services field already. It has developed because of the vast advances in medicine and science and because of the increased demand. Health insurance of all types has created many more consumers for health services.

As this growth continues, the manpower numbers must also increase. But the decision to involve one's life in the health services is only a small part of the task. The difficulty is in selecting one of the hundreds of jobs that best fits your needs and desires.

Hopefully this unit will provide you, the student, with the knowledge of the vast occupations in this cluster. Whether or not your life work takes this direction, you will benefit by knowing more about a service you will all need in your lifetime.

Objectives

1. To be familiar with some major families of the Health Cluster.
2. To know at least five occupations under each family.
3. To understand some of the health services a community offers.
4. To be more familiar with terms relating to health occupations.
5. To experience some physical involvement in some occupation in this cluster.

MEDICAL PROFESSIONALS

The medical professionals are concerned with treating ailments and abnormalities of the whole body. They all require strict academic preparation within the medical field. There is a large number of specialists in this field.

Medical Professionals and Supportive Personnel Related Jobs

1. **Medical Doctor** – refers to the family doctor or general practitioner ("G.P."). More than half the doctors in the U.S. are specialists. As medical research has advanced, it becomes impossible for a doctor to know the latest findings in all areas. Some of the specialty fields are:
    a. **Anesthesiology** – deals with anesthesia and anesthetics.
    b. **Dermatology** – diseases of the skin.
    c. **Obstetrics and Gynecology** – management of child birth and women's diseases.
    d. **Occupational Medicine** – conditions relating to industry and places of employment.
    e. **Opthalmology** – treatment of the eye and its diseases.
    f. **Orthopedic Surgeon** – preserves and restores bones, joints and related structures.
    g. **Pediatrics** – medical care for children up to 12 years of age.
    h. **Radiology** – diagnoses and treatment of diseases by means of X-ray, radium and other radioactive medicines.
    i. **Urology** – diseases of the urinary tract.
    j. **Cardiology** – treatment of the heart.
2. **Public Health Veterinarian** – investigates, prevents and controls animal diseases.
3. **General Duty Nurse** – renders general nursing care to patients in hospitals, sanitoriums or similar institutions. Administers prescribed medication and treatment. Prepares equipment and aids the physican during treatment and examination of patients. Assists in operations.
4. **Office Nurse** – cares for and treats patients in the office as directed by physican. Administers injections, dresses wounds and incisions, interprets physican's instructions to the patient.
5. **Nurse Anesthetist** – administers anesthesia and monitors the patient's condition.
6. **Industrial Nurse** – gives information to employees in health education and illness prevention.
7. **Licensed Practical Nurse (L.P.N.)** – cares for patients by bathing and dressing and otherwise attends to their comfort; takes temperatures, pulses, respiratory rate.

8. **Medical Assistant** – prepares treatment rooms for examination of patient, hands materials to physican, sterilizes and cleans equipment, interviews patient, checks pulse, temperature, blood pressure, weight and height.

9. **Pychiatric Nurse** – cares for mentally ill.

10. **Psychologist** – diagnoses mental illness.

11. **Dentist** – examines teeth and other tissues of the mouth to diagnose diseases or abnormalities, takes x-rays, fills cavities, extracts teeth, treats gum diseases, substitutes artifical dentures. Dentistry also includes many specialized fields – **Orthodontists**, who straighten teeth; **Oral Surgeon** operates in the mouth and jaws.

12. **Podiatrist** – diagnoses and treats diseases and deformities of the human foot.

13. **Optometrist** – examines eyes to determine visual efficiency and performance.

14. **Prosthetist** – writes specifications for and fits artificial limbs, braces and appliances for body deformities.

15. **Audiologist** – specializes in diagnostic evaluation, habilitative and rehabilitative services and research related to hearing.

16. **Chiropractor** – adjusts the spinal column and other articulations of the body to prevent disease and to correct abnormalities of the human body believed to be caused by interference with the nervous system.

17. **Dental Hygienist** – removes calcium deposits from the teeth and applies prescribed medication, takes and records medical, dental histories, prepares diagnostic tests for interpretation by the Dentist, takes and develops x-rays, sterilizes materials.

18. **Dental Assistant** – prepares patient for treatment. Does no work in patient's mouth; limited to preparation only.

Related Vocabulary

1. **acute**: lasting a short time

2. **anesthesia**: literally without feeling, insensible to pain, with or without loss of consciousness

3. **blood pressure**: pressure of blood against inner walls of the blood vessels as it is being pumped through the circulatory system.

4. **chronic**: continuing for a long term
5. **dermatology**: medical specialty dealing with the skin.
6. **diagnosis**: doctor's identification of the disease or abnormality
7. **disease**: a condition in which bodily health is impaired
8. **fever**: elevation of body temperature above the normal
9. **fracture**: a broken bone
10. **gynecology**: medical specialty concerned with the diseases of women
11. **history**: medical record of past illness, operations, accidents
12. **immunize**: to protect against a communicable disease by taking it and recovering, or by taking vaccine or other protective agents which stimulate natural body resistance.
13. **infection**: invasion of the body by germs, viruses, or parasites
14. **penicillin**: the first and most widely used antibiotic
15. **symptom**: something abnormal that the patient feels

Activities

1. Have students watch a "Doctors Series" T.V. show and report to class on its realism as they know it. Discussion.
2. Have students use crutches, arm sling and other aids used in recovery of orthopedic injuries.
3. Bring in some dental equipment and discuss its purpose. Hand out diagram of teeth – labeled. Show correct method of brushing teeth with dental kit – (by Crest)
4. Hand out booklets (NAPNES) "Career Opportunities as a LPN" – free from National Association for Practical Nurses Ed. and Service, 1465 Broadway, N.Y., N.Y., 10036. Discuss listing of types of nurses – school, industrial, public; degree, associate, diploma.
5. Show students film: *Code Blue* or *Is a Career In The Health Services For You?*
6. Have local dentist show filmstrip/slides on dental care – in talk mention different job opportunities.
7. Have students do a bulletin board that shows 10 different doctors at their work.

MEDICAL PROFESSIONALS

Pre and Post Test

1. Match the following areas of medicine

_____ 1. Obstetrics	A. dealing with women's diseases
_____ 2. Pediatrics	B. diseases of the heart
_____ 3. Orthopedics	C. disease of the eye
_____ 4. Anesthesiology	D. x-ray use
_____ 5. Cardiology	E. dealing with childbirth
_____ 6. Opthalmology	F. skin diseases
_____ 7. Psychiatrist	G. for relief of pain
_____ 8. Gynocology	H. deals with bones and joints
_____ 9. Dermatology	I. treatment of children
_____10. Radiology	J. diseases of the mind

True or False

_____ 1. The field of nursing is only for women.
_____ 2. You need to attend four years of college to be a nurse.
_____ 3. "G.P." stands for general practitioner.
_____ 4. An optometrist treats eye diseases.
_____ 5. An audiologist deals with speech problems.
_____ 6. A psychiatric nurse deals with people who are mentally ill.
_____ 7. A dental assistant cleans teeth.
_____ 8. A nurse's job is to provide information as well as give treatment.
_____ 9. Mental disturbances are considered illnesses.

MEDICAL PROFESSIONALS

Pre and Post Test

1. Match the following areas of medicine

E	1. Obstetrics	A.	dealing with women's diseases
I	2. Pediatrics	B.	diseases of the heart
H	3. Orthopedics	C.	disease of the eye
G	4. Anesthesiology	D.	x-ray use
B	5. Cardiology	E.	dealing with childbirth
C	6. Opthalmology	F.	skin diseases
J	7. Psychiatrist	G.	for relief of pain
A	8. Gynocology	H.	deals with bones and joints
F	9. Dermatology	I.	treatment of children
D	10. Radiology	J.	diseases of the mind

True or False

F	1.	The field of nursing is only for women.
F	2.	You need to attend four years of college to be a nurse.
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T	6.	A psychiatric nurse deals with people who are mentally ill.
F	7.	A dental assistant cleans teeth.
T	8.	A nurse's job is to provide information as well as give treatment.
T	9.	Mental disturbances are considered illnesses.

MEDICAL PROFESSIONALS

Resources – Teacher

Films: *Is A Career in the Health Services For You?* Counselor Films, Inc., 1422 Chestnut St., Philadelphia, Pa. 19102.

Code Blue –National Audiovisual Center, National Archives and Records, Washington, D.C. 20409

Health Career Series I, II, III, and IV, Lawrin Productions, Inc., P.O.Box 1542, Burlingame, California 94010 (filmstrips)

Films: *Hospitals Are People,* Amer. Hospital Assn., 840 N. Lake Shore Dr., Chicago, Illinois 60611. Also available: *The Patient Is a Person.*

To Seek...To Teach...To Heal – free, Assn – Sterling Films, 866 3rd Ave., N.Y., N.Y. 10022

Mrs. Reynolds Needs A Nurse, Rental $8.00 ANA-NIN Film Library, 267 West 25th Street, N.Y., N.Y. 10001

Resources – Student

Horizons Unlimited, American Medical Assoc., 535 N. Dearborn Street, Chicago, Illinois 60610

Physician (booklet) Health Careers of Ohio, P.O. Box 5574, Columbus, Ohio 43221

Your Future in Nursing, McDonnell, Virginia, Richards Rosen Press, Inc., 29 East 21st St., N.Y., N.Y. 10010

Do You Want To Be A Nurse (booklet) National League of Nursing, 10 Columbus Circle, New York, N.Y. 10019

Have You Considered A Career in Occupational Health Nursing (booklet) American Assoc. of Industrial Nurses, 170 East 61st St., New York, N.Y., 10021

Dentist (booklet)Health Careers of Ohio, P.O.Box 5574, Columbus, Ohio 43221

Career Opportunities As An L.P.N. – (Booklet) National Association for Practical Nurse Ed., 1465 Broadway, New York, N.Y. 10036

Nurse Aide – (booklet) N.J. Dept. of Labor and Industry, Division of Employ. Security, Trenton, N.J. 08625

HOSPITAL AND COMMUNITY SERVICES

Community health facilities and services are basic for prevention of disease as well as diagnosis of specific diseases and ailments. The facilities range from a general hospital, for short stays, to nursing and convalescent homes for long-term stays.

Although different communities provide varying numbers of facilities, most counties in the United States have basic health services. Community facilities are available for all needs. Some are for the mentally ill, handicapped, drug-addicted, blind, alcoholics and others with special medical problems.

Schools in communities throughout the United States provide another check on the continuing health of children.

Objectives:

1. To be familiar with the job opportunities in this area.

2. To understand the services the community offers.

Related Jobs

ambulance attendant: renders first aid in ambulance or place of business. Can administer pain-reliever and oxygen. Applies artifical respiration.

ambulance driver: transports injured or convalescent patient. Uses stretcher, administers first aid.

central supply aid: cleans, sterilizes and assembles hospital equipment, supplies and instruments: syringes, aspirators, croupettes, oxygen supplies.

central supply supervisor: directs activities of central supply room to furnish sterile and nonsterile supplies and equipment.

community service and health education officer: plans and directs state-wide programs of public health education and promotes establishment of local health services. Supervises distribution of materials, printed and media. Coordinates health campaigns during crises, such as epidemics.

diet clerk: compiles dietary information for use by kitchen personnel in preparation of foods for hospital patients. Examines diet orders, tallies portions and types of food.

home health aid: cares for elderly, convalescent and handicapped persons in their homes. Provides many different services.

industrial hygienist: conducts health programs in industrial plants or similar organizations to eliminate or control occupational health hazards and disease. Collects samples of dust, gases, vapors, and other potentially toxic materials for analyses.

nursing aid: assists in care of patient under the direction of nursing staff. Answers signal lights to determine patients' needs, serves and collects food trays, runs errands for patients and directs visitors.

public health educator: plans, organizes and directs health education for group and community needs. Conducts community surveys, disseminates health information.

public health nurse: renders nursing services concerned with public health, working in government or voluntary public health agencies; visits homes, secures individuals various types of health aid.

psychiatric social worker: helps people who are mentally or emotionally disturbed. Member of mental health team. Usually takes information including family history.

receptionist: interviews incoming patients or representatives, records information required for admission and assigns patients to rooms. Explains regulations, payments.

sanitarian: concerned with laws regarding sanitary conditions. Responsible in areas of food, milk, water protection. Uses measuring devices and obtains community action.

sanitarian's aid: investigates public and private establishments such as restaurants, hotels, homes, cafeterias, for violation of laws and regulations.

school nurse: works with authorities in evaluating health state of pupils. Administers immunizations and maintains health records.

x-ray clerk: takes chest x-ray (pictures) of incoming hospital patients to detect the presence of tuberculosis.

Related Vocabulary

addiction: the habitual use of and dependence upon a narcotic drug by one who has no illness or legitimate reason for such practice.

auxiliaries: organizations who act as cooperators and helpers in the work of a hospital or health agency.

benign: of mild character – not severe.

"Candy-Striper": young volunteer in a hospital; usually a student.

community: group of people having common land, interests or organization that act jointly.

convalescent: gathering strength after an illness; recovering health slowly.

dietitians: persons trained in nutrition. Employed in hospitals, nursing homes.

intern: new physican who is gaining experience in a hospital.

monitoring consoles: machines to keep track of patients' physical reactions.

operation: a procedure on the human body, usually with instruments.

orderlies: people who care for maintenance needs and do some of the heavier work around hospitals.

out-patient service: care for individual in hospital clinic but not given hospital bed.

quarantine: the period of isolation for preventing the spread of communicable disease.

resident physician: a senior physician-in-training in a hospital or an employed physician who lives in the hospital.

x-ray: to expose to the action of x-rays; to examine, treat with these rays.

Activities

1. Have a visiting nurse come to the class and describe his/her services and show instruments he/she carries with him/her. Demonstrate.

2. To explore job of dietitian – record food intake for a week – explore with students its balance and their caloric totals. Visit the school cafeteria to see the organization.

3. Have the visiting homemaker visit and describe the job and services provided.

4. Field trip – to a local community hospital.

5. Have a first-aid unit come to the school and role-play with students an emergency situation and and the help they administer. Example: bus accident.

6. Show film: *Hospitals Are People*. Afterwards have students list six departments of the hospital.

7. Field trip to a local nursing home – students should have a short check list to fill in with their observations. Example:
    a. What activities take place during leisure time?
    b. What types of rooms are available for different activities?
    c. How structured is the day?

8. Take a bus tour of the community, showing students the different places where community services are available, such as:
    a. Mental Health Clinic
    b. Health Department
    c. Welfare Department
    d. Bureau of Childrens Services

    Discuss how each area aids the community.

9. Have students obtain information on one of the following:
    a. Alcoholics Anonymous
    b. State Commission for the Blind
    c. American Cancer Society
    d. American Heart Association

10. Show slides (sound) – *Health Power to the People*–rental free from Health Careers, Box 28, Town Center Branch, West Orange, N.J. 07052

HOSPITAL AND COMMUNITY SERVICES

Pre-Post Test

1. The job of a first aid squad is to transport all patients to and from the hospital.

   a. True b. False

2. It is the job of the x-ray technican to read all x-rays

   a. True b. False

3. X-rays can reveal the presence of:
   a. ulcers
   b. tuberculosis
   c. heart disease
   d. all of the above

4. An electrocardiograph can reveal problems with the:
   a. legs and arms
   b. brain
   c. heart
   d. stomach

5. Which would you expect to deal with mostly during your hospital stay:
   (receptionist, L.P.N., x-ray clerk)

6. During epidemics it is the job of the _____ to organize effective prevention.

7. Match the following

_____ 1. Candy-Striper	A. new physician
_____ 2. orderlies	B. do maintenance jobs
_____ 3. resident	C. young volunteers
_____ 4. intern	D. senior physician
_____ 5. auxiliaries	E. organizations that give help to health institutions

HOSPITAL AND COMMUNITY SERVICES

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4. An electrocardiograph can reveal problems with the:
   a. legs and arms
   b. brain
   c. heart
   d. stomach

5. Which would you expect to deal with mostly during your hospital stay:

   (receptionist, L.P.N., x-ray clerk)

6. During epidemics it is the job of the Community Service Health Office to organize effective prevention.

7. Match the following

C	1. Candy-Striper	A. new physician
B	2. orderlies	B. do maintenance jobs
D	3. resident	C. young volunteers
A	4. intern	D. senior physician
E	5. auxiliaries	E. organizations that give help to health institutions

Resources – Teacher

Film: *Hospitals Are People,* American Hospital Association, 840 N. Lake Shore Drive, Chicago, Illinois 60611. Rental $8.00/color/18 min.

Health Power To The People, Health Careers, Box 28, Town Center Branch, West Orange, N.J. 07052

The Road Back, American Red Cross, 17th and D Street, Washington, D.C. 20006 (visiting home nurse)

American Red Cross, 17th and D Street, Washington, D.C. 20006

American Public Health Association, 1740 Broadway, New York, N.Y. 10019

Resources – Student

A Definite Study of Your Future In Social Work, Bertram Beck, Del–1968. 163pp

Find Your Future In A Mental Health Career (Booklist), National Association for Mental Health, 10 Columbus Circle, New York, N.Y. 10019

Career Opportunities In Homemaker Home Health Aide Service, available Ocean County Homemakers Service.

MEDICAL-DENTAL TECHNOLOGY

This area of the medical careers is one which constantly changes. As more technology takes place, new careers are created. The vast number of specialists in this field shows evidence of this rapidly growing field.

Objective: To familiarize the student with the jobs available in this area of the health cluster.

Artifical-plastic-eye maker – forms the wax impression of the patient's eye sockets, makes the eyes, and fits them.

Biochemstry technologist – performs qualitative and quantitative chemical analysis of body fluids and evaluates to provide information used in diagnosing and treating disease. Tests body specimens such as urine, blood, spinal fluid and gastric juices.

Blood bank technologist – handles all the jobs pertaining to blood transfusions, one of the biggest advances in modern medicine. Collects blood from donors, classifies it and stores it so that it can be instantly available, either as whole blood or as plasma.

Contact lens technician – fits contact lenses on customers. Obtains lens according to diameter, curvature, and power of the lens as stated on the prescription of the optometrist.

Cytotechnologist – new member of health professions. Is trained in special laboratory techniques for detecting body changes which are particularly important in the early diagnosis of cancer.

Dental ceramist – makes and repairs porcelain teeth according to dentists' prescriptions.

Dental ceramist assistant – is a porcelain finisher and waxer.

Dental laboratory technician – makes artifical teeth, crowns and other dental and orthodontic appliances once made by dentists. Makes metal castings for dentures, finishes and polishes dentures, constructs metal or porcelain crowns, and makes appliances to correct abnormalities, such as cleft palates.

Electrocardiograph technician – records electromotive variations in action of heart muscle using electrocardiograph machine to provide data for diagnosis of heart ailments.

Electroencephalograph technician – measures impulses, frequencies, and differences in electrical potential between various portions of the brain, using equipment that records data as a series of irregular lines on a continuous graph.

Histologic technician – cuts and stains tissues which have been removed from the body so that they can be examined microscopically by the pathologist for any signs of malignant or questionable cells.

Laboratory assistant, plasma draw-off – selects and prepares pools of sterile bleedings preparatory to drawing of blood plasma. Inspects whole blood unit.

Medical laboratory assistant – performs routine tests in the medical laboratory for use in treatment and diagnoses of disease.

Medical technologist – works directly under the supervision of a physician and helps him by carrying out a variety of laboratory procedures (counts blood cells, prepares specimens, identifies microorganisms found in the air.)

Microbiology technologist – cultivates, isolates, and assists in identifying bacteria and other microorganisms and performs various bacteriological, mycological, virological tests.

Mounter and repairman – mounts lenses, adjusts frames, and repairs damaged frames of eyeglasses.

Nuclear medical technologist – prepares, administers and measures radioactive isotopes in studies.

Radiological health specialist and technicians – are concerned with the careful control of radiation.

Radiologist technician – helps physician by doing the medical and routine work connected with x-ray use. Also called: x-ray technician.

Surgical technician – performs any combination of the following tasks before or during an operation: washes, shaves, sterilizes the operative area of patient, scrubs hands, dons outfits, places equipment in operating room according to directives.

Veterinary laboratory technician – prepares vaccines, biologicals and serums for prevention of animal diseases.

Related Vocabulary

antibodies – substances existing in the blood, naturally or through immunization.

data – a group of facts or statistics.

donor – one who gives blood via transfusions.

drug – substance used in the treatment of disease or the promotion of better health.

electrocardiograph – an electronic instrument for recording the action of the heart as it discharges minute electrical impulses in the course of its action.

experiment – a trial to confirm or disprove something.

medication – drugs taken internally or applied externally.

optometrist – a technican trained in the behavior of light, and in fitting glasses, but not diagnosing nor treating eye diseases.

plasma – the serum or liquid portion of the blood.

prescription – a written direction for the preparation and use of medicine.

radiation – the invisible energy rays given off by x-ray, radioactive materials.

specimen – a part of – to show kind and quality of the whole. A sample.

technician – a person skilled in procedures requiring special knowledge and training and which are applied under medical supervision.

tissue – a group of cells that are similar in operation.

vaccine – a preparation of living weakened, or killed microorganisms or viruses, used in prevention of disease through immunizing of persons likely to be exposed.

Activities

1. Bring in dental work samples – show on model how a bridge is made. Describe and identify material used. Have students do mixing on glass slab.

2. Field trip: visit a dental laboratory or a dental clinic.

3. Have a blood-bank technologist visit and type blood of student while describing the job. (Blood Mobile Unit)

4. Bring in x-rays and have students examine and discuss them.

5. Have students take an inventory of drugs at their homes. Discuss use, hazards of each.

6. Show film loop *Dental Lab Technicians* (Encyclopedia Britannica Ed. Corp., Dept. 10N, 425 No. Michigan Ave., Chicago, Illinois 60611.) Discuss – then list 5 duties of dental lab technician.

7. Show film: *Medical Technologists,* 23 min. color – National Committee for Careers In Medical Tech., 9680 Rockville Pike, Bethesda, Maryland 20014.

MEDICAL–DENTAL TECHNOLOGY

Pre – Post Test

Match the following:

_____ 1.	dental technician	A. deals with radioactive material
_____ 2.	nuclear technician	B. isolates bateria
_____ 3.	histologic technician	C. animal diseases
_____ 4.	blood bank technician	D. x-ray use
_____ 5.	veterinary technician	E. heart records
_____ 6.	microbiology technician	F. makes artifical teeth
_____ 7.	electrocardiograph technician	G. tissue studies
_____ 8.	radiologist technician	H. collects blood for further use

List three types of technical work and describe each.

Answer True or False

_____1. A technician deals often with patients in direct treatment.

_____2. The individual who makes contact lens is a technician.

_____3. Most technicians require only a high school diploma.

_____4. A knowledge of the body's operations is necessary to be a biochemistry technologist.

MEDICAL–DENTAL TECHNOLOGY

Pre – Post Test

Match the following:

F	1. dental technician	A. deals with radioactive material
A	2. nuclear technician	B. isolates bateria
G	3. histologic technician	C. animal diseases
H	4. blood bank technician	D. x-ray use
C	5. veterinary technician	E. heart records
B	6. microbiology technician	F. makes artifical teeth
E	7. electrocardiograph technician	G. tissue studies
D	8. radiologist technician	H. collects blood for further use

List three types of technical work and describe each.

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F 1. A technician deals often with patients in direct treatment.

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T 4. A knowledge of the body's operations is necessary to be a biochemistry technologist.

MEDICAL DENTAL TECHNOLOGY

Resources – Teacher

Film: *Medical Technologists,* National Committee for Careers in Medical Technology, 9656 Rockville Pike, Bethesda, Maryland 20014

In A Medical Laboratory, National Committee for Careers in Medical Technology, 9656 Rockville Pike, Bethesda, Maryland 20014

Human Cell and the Cytotechnologist, National Committee for Careers in Medical Technology, 9656 Rockville Pike, Bethesda, Maryland 20014

More Than A Job, G.A.F. Corporation, X-ray Marketing, 140 West 51st Street, New York, New York 10020

Get free copies of quarterly magazine, Medical Assistant – Smith, Kline and French Laboratory Service, Dept. E-10, 1500 Spring Garden Street, Philadelphia, Pennsylvania 19101

Resources – Student

Dental Laboratory Technologist, from The National Association of Dental Laboratories, 734 15th Street, N.W. Washington, D.C. 20006

Your Future As A Dental Assistant, Frost, Janice. 1970, 183 pages, Richard Rosen Press, Inc., 29 East 21st Street, New York, New York 10010. Also available: *Your Future In Medical Technology.*

Medical Records Technician, (booklet) Health Careers of Ohio, P.O. Box 5574, Columbus, Ohio 43221

Ophthalmologist, Oculist, Optometrist, Optician; Do You Know The Differences?, National Society for the Prevention of Blindness, 79 Madison Avenue, New York, New York 10016.

E.E.G. Technician, (booklet) Michigan Employment Security Commission, State Administrative Office, 7310 Woodward Avenue, Detroit, Michigan 48202.

THERAPEUTIC WORK

The therapeutic field in medical careers allows entrance into this area for people with a wide variety of talents. It is an area that has been neglected in past years and is just now becoming more evident in small community health centers.

Objective

To learn about the types of jobs available in therapy work.

Related Jobs

Corrective therapist – provides medically prescribed program of physical exercise and activities to prevent muscular deconditioning resulting from long convalescence or inactivity due to chronic illness. Use of exercise machine and devices such as crutches, canes, braces.

Inhalation therapist – sets up and operates various types of oxygen equipment such as iron lung, oxygen tents, resuscitators and inhalators.

Manual-arts therapist – instructs patients in prescribed manual arts activities to prevent anatomical and physiological deconditioning and assists in improving and developing work skills. Teaches photography, metalwork, agriculture, electricity, and graphic arts.

Music therapist – plans, organizes and directs medically prescribed music activities as part of care and treatment of patients.

Occupational therapist – plans, organizes and participates in medically oriented occupational programs in hospitals or similiar institutions to rehabilitate patients who are physically or mentally ill. Utilizes creative and manual arts, recreational, educational, and social activities, prevocational evaluation and training in everyday activities such as personal care and homemaking.

Occupational therapy aid – assists the therapist in programs.

Orientation therapist for the blind – assists newly blinded patients to achieve personal adjustment and maximum independence through training in techniques of daily living. Trains patients to orient to physical surroundings and to travel alone, with or without care. Teaches patients to attend to personal needs as eating, grooming, dressing, using phone and reading Braille.

Orthoptist – teaches persons with correctable focusing defects to develop and use binocular vision. Measures visual activity, focusing ability and eye-motor movement. Develops visual skills as eye-hand coordination and depth perception.

Physical therapist – treats patients with disabilities, disorders and injuries to relieve pain, develop or restore functions, and maintain maximum performance using physical means such as exercise, massage, heat, water, light as prescribed by a physician.

Speech clinician – examines and provides remedial services for patients with speech and language disorders. May counsel patients, their families or teachers concerning social and psychological problems associated with speech disabilities.

Speech and hearing clinician – examines and provides remedial services for persons with speech and hearing disorders. Instructs speech-handicapped persons in the development of desirable speech habits by training them in control of articulation and voice. Provides remedial speech services for disorders such as stuttering and articulatory problems.

Speech pathologist – diagnoses, treats, and performs research related to speech and language problems.

Recreational therapist – plans, organizes and directs medically approved recreation programs for patients in hospitals or other institutions. Activities: sports, drama, arts, crafts, social activities.

Related Vocabulary

deafness – loss of hearing.

disorder – disturbance of natural functions.

esophagical speech – speech learned by persons whose larynx has been removed.

handicap – any disadvantage that limits one's capabilities.

massage – stroking, kneading or pressure scientifically applied by trained perso[illegible]e relief of pain or muscular stiffness.

muscular dystrophy – a disease in which muscle tissue gradually wastes away.

obesity – overweight, usually applied to weights more than 15 per cent above normal.

regimen – a program of healthful living and medical care.

rehabilitation – restoration to the best possible functioning state after serious illness or injury.

therapist – a person trained to give treatment by physical means (heat, water, light, massage, exercise) or by teaching the patient to use his/her muscles in performing occupational exercises.

Activities

1. Demonstrate with students one skill taught by an occupational therapist: waffle weaving, crocheting, leather work.

2. Have students enact one problem being treated by a physical therapist:
   a. have student peel potato with one hand
   b. tie shoes with one hand

3. Demonstrate how music can be used for therapy (National Association for Music Therapy, Inc., P.O. Box 610, Laurence, Kansas 66044). Example: Folk dancing can combine physical, yet not exhausting, exercise with music.

4. Have the school speech clinican visit and show some frequent speech patterns that need correction.

5. Have students do a task with their eyes closed. Discuss how each could compensate for loss of vision with better orientation to one's surroundings. List the problems a blind individual has in dealing with day-to-day life. Pass a sample of Braille around.

6. Help the school nurse with audiometric testing.

THERAPEUTIC WORK

Pre – Post Test

1. List four areas of therapeutic work.

2. True or False

_____ a. A speech clinican helps a mute person to speak.

_____ b. A speech pathologist does research work as well as treatment.

_____ c. Music provides a good tool in helping people recover from many illnesses.

_____ d. An Orientation Therapist for the blind works with all people who are blind.

3. List one area of therapy you are interested in; try to outline the following:
   - job description
   - educational requirements
   - physical requirements
   - place of employment

4. A therapist would deal with all the following except_____.
   (music, travel, crafts, art)

5. Stuttering would be treated by a_____.
   (speech clinician, speech pathologist, or occupational therapist)

THERAPEUTIC WORK

Pre – Post Test

1. List four areas of therapeutic work.
   (physical, vocational, occupational, recreational)

2. True or False

F a. A speech clinican helps a mute person to speak.

T b. A speech pathologist does research work as well as treatment.

T c. Music provides a good tool in helping people recover from many illnesses.

F d. An Orientation Therapist for the blind works with all people who are blind.

3. List one area of therapy you are interested in; try to outline the following:
   job description
   educational requirements
   physical requirements
   place of employment

4. A therapist would deal with all the following except (travel) .
   (music, travel, crafts, art)

5. Stuttering would be treated by a (speech clinican).
   (speech clinician, speech pathologist, or occupational therapist)

THERAPEUTIC WORK

Resources – Teacher

Films from National Association for Mental Health, 10 Columbus Circle, New York, New York 10019

People Who Care, 16 min.

Call It Rehabilitation, 33 min.

The Critical Decade, 29min.

The Task We Face, 15 min.

Public Health and the Retarded Child, 22 min.

Film: *For Today and Tomorrow,* American Physical Therapist Association, The California Chapters, 548 Ocean Street,Santa Cruz, California 95060

To Pick A Life, American Occupational Therapist Association, 251 Park Avenue, South, New York, New York 10010

Music Therapy Internship, National Medical Audiovisual Center, Station K, Atlanta, Georgia 30324

Breaking the Sound Barrier, Association Sterling Films, 866 3rd Avenue, New York, New York 10022

Resources – Student

A Career In Inhalation Therapy, (booklet) Inhalation Therapy Dept. Overlook Hospital, Summit, New Jersey 07901

Can You Deal With These Problems? (booklet) American Occupational Therapist Association, 251 Park Avenue, South, New York, New York 10010

Your Future In Occupational Therapy, 152 pp. $2.79. Richard Rosen Press, 29 East 21st Street, New York, New York 10010

The Recreational Therapist, 1958 (booklet) National Association for Mental Health, 10 Columbus Circle, New York, New York 10010

Music Therapy As A Career, 1969, National Association for Music Therapy, P.O. Box 610, Lawrence, Kansas 66044

Your Future In Physical Therapy, American Physical Therapist Association, 2057 Bregg Street, Brooklyn, New York 11229

COMMUNICATIONS AND MEDIA

Introduction

Communications has been a growing art since man first tried to get his simple ideas across to other men. With the invention of the printing press, telegraph, radio, and television, mass communication developed.

As the media grow, so do job opportunities. The individual with ideas to express will find a rewarding occupation in the areas of Communications and Media.

Objectives

1. To make the students aware of the variety of occupations in this cluster.
2. To familiarize the students with specific occupations in which they show an interest.
3. To make the students aware of the supply and demand principle.

JOURNALISM

Pre – Post Test

1. Name 10 occupations in the area of Journalism.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____		

2. Name 5 occupations you might like to work at or want to know more about.

_____	_____	_____
_____	_____	_____

3. True or False

_____ a. All newspapers have the same format.

_____ b. Some stories in the Daily News may also appear in the New York Times.

_____ c. Most of the money a newspaper makes comes from the sale of newspapers.

_____ d. Anyone can submit a manuscript to a magazine.

_____ e. Some magazines are written primarily for women.

JOURNALISM

Related Occupations

Columnists and Critics – A columnist writes frequently for newspapers and often specializes, such as the sports columnist in local papers. An editorial writer also has his/her own column and specializes in current events. A critic may also have his/her own column which s/he uses to review literature, art, drama, movies or music.

Copy and Proofreaders – A copy reader corrects and edits newspaper and magazine copy whereas a proofreader reads and corrects samples of type setup. A specialized field here is a braille proofreader.

Editors – Managing, Newspaper – along with the owner, this person establishes policy and directs editorial activities.

Department – coordinates a department's activities and supervises reporters.

Book – interviews, suggests changes to and negotiates with authors.

Magazine – establishes policies and directs editorial activities.

Manuscript Analysts – A first reader checks original manuscripts for readability and interest. A book critic does the same thing, but with book manuscripts.

Reporters – Reporters may have general assignments or may be foreign correspondents, feature reporters, rewrite men, or news specialists.

Specialized Personnel – A crossword-puzzle maker devises and creates puzzles. A librarian keeps news items on file, usually on microfilm.

Related Vocabulary

analyze – to study the factors of a situation in detail.

braille – a system of printing for the blind, formed by raised dots.

column – upright sections of print separated by a blank space.

copy – manuscript or other matter to be put into print.

editorial – an article in a newspaper or magazine giving the editor's views.

format – shape, size and general organization of a publication.

humorous – jocular or funny.

interpretative – an explanation which tells the meaning of something.

interview – a meeting between a representative of the press and a person for the purpose of gaining information.

manuscript – an author's copy of his/her work in handwriting or typed.

microfilm – a strip of film used for keeping records of printed material.

narrative – an article written in the form of a story.

negotiate – to hold conversations with a view to coming to terms.

observation – the gathering of information by recognizing and noting facts and occurrences.

policy – a set course adopted by and followed by the editors and owners.

review – to write a critical examination.

type – a block of metal or wood shaped so as to produce prints.

Related Activities

1. Establish a newspaper staff whose goal it will be to create and publish a one-page newspaper in accordance with school policies. Another group within the class can set up a magazine publication which will accept and process original manuscripts, performing all jobs short of actually publishing a magazine because of time limitations.

2. The newspaper and magazine staffs can then switch roles for a second activity.

3. Small group trips can be taken to the local newspaper office where, on a small scale, start-to-finish production of a newspaper can be seen.

4. All students can make crossword puzzles, dealing with foreign events as if they were foreign correspondents.

5. Have the students give a written comparison of editorials from three (3) local newspapers.

Resources – Student

World of Work, Readings in Interpersonal Relationships, Webster Division, McGraw-Hill

Junior Occupational Briefs, Science Research Associates (SRA)

Career Opportunities, N.Y. Life Insurance Co.,

Job Family Series, SRA

Alphabetical File on Occupations

Occupation File based on Dictionary of Occupational Titles

Get That Story, Flaherty 070 (SRA number)

Find a Career in Journalism, Parsons 070

So You Want To Go Into Journalism, Ryan 070

I Work On A Newspaper, Lint 080

Your Future In Journalism, Schalaben 070.69

Printer's Devil to Publisher, Faber

Resources – Teacher

Same as above

Dictionary of Occupational Titles

MOTION PICTURES

Pre – Post Test

1. Name 10 occupations related to the Motion Picture Industry other than actor or actress.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____		

2. Name 5 occupations you may like to work at or learn more about.

_____	_____	_____
_____	_____	_____

3. True or False

_____ a. All films are shot under natural lighting, such as the sun.
_____ b. The actors and actresses select their own costumes.
_____ c. A two-hour movie may take hundreds of hours to make.
_____ d. Some occupations require technical training beyond high school.
_____ e. Special artists are used to create titles and subtitles.

Related Occupations

1. **Producers and Directors**

   A producer coordinates the work of the writer, director and editor. He is responsible for the money and engages key actors.

   Directors have many titles with the exception of *the* director, who leads the cast and crew through rehearsals and filming. Supporting him are:

   a. **research director** – to authenticate historical details.
   b. **art director** – directs and coordinates set design, scenic effects and costumes.
   c. **music director** – supervises studio personnel and conducts studio orchestra.
   d. **casting director** – auditions performers.
   e. **cast director** – makes sure cast is where they are supposed to be and to be there on time.
   f. **location director** – finds the proper sites for filming.

2. **Writers**

   a. **scenario** – writes stories, adaptations and scenarios.
   b. **continuity** – writes the sequence of scenes and arranges them.
   c. **editor** – supervises and coordinates scenario and continuity writers.
   d. **gag** – writes jokes.
   e. **title** – writes captions and titles.

3. **Special Artists**

   a. **Background and Title** – draws and paints titles and backgrounds.
   b. **Cartoonist** – draws the cartoons.

4. **Camera, Lighting, and Sound**

   a. **camera clerk** – responsible for equipment.
   b. **cameraman, first, second** – supervises men and equipment as well as operates camera.
   c. **cameraman, special effects** – does his work on miniature sets of realistic scenes.
   d. **electrician, chief** – supervises installation, operation and maintenance of all lighting equipment.

e. **narrator** – makes comments to accompany the action.

f. **operator, lights** – positions and operates overhead and floor lights.

g. **recordist** – controls recording equipment of sounds made on the set.

h. **sound mixer** – regulates volume level and quality of sound during filming.

i. **stand-in** – a substitute for the star while the cameras are adjusted and the lights arranged.

5. **Film Processors, Editors, Librarians, Projectionists**

   a. **editor, film** – edits film and sound track according to director 's requirements.

   b. **film inspector** – inspects film for defects prior to shipment.

   c. **librarian** – keeps a library of stock and processed films for future reference.

   d. **waxer** – tends a machine that applies wax to sprocket holes to strengthen them.

6. **Costume and Make-up**

   a. **costume** – designs and selects costumes for the cast.

   b. **make-up person** – applies make-up to alter the actor's appearance in accord with the role.

   c. **wardrobe speciality workers** – makes, repairs and alters special items.

7. **Scenery, Props and Special Effects Personnel**

   a. **ager** – paints and burns things to make them look old, worn or charred.

   b. **prop maker** – fabricates props, miniatures and sets from various materials.

   c. **greensman** – plants trees, etc, as needed on a set.

   d. **property master** – supervises obtaining, moving and fabricating props.

   e. **set decorator** – coordinates decoration of sets.

   f. **special effects man** – operates wind and fog machines.

   g. **scenic artist** – paints scenery, backdrops of sets.

Related Vocabulary

cast – the people who make up the acting part of a group involved in movie making.

crew – the technical, non-acting, people involved in movie making.

rehearsal – practice before actual filming.

authenticate – to prove to be real or genuine.

historical – based upon true history.

set – the stage or building in which a scene is shot.

scene – a stage setting or representation or natural scenery.

studio – a place where motion pictures are made.

auditio – to try out for a part in a movie.

site – a non-storage location which is needed for the movie.

scenario – an outline or a synopsis.

adaptation – adjustment of a story to fit the limitations of movie making.

sequence – a series having continuity or connection.

caption – a subtitle.

edit – to revise film and make it ready for showing.

wardrobe – the collection of costumes maintained by a studio.

props – "things", as opposed to actors, that are necessary in a movie.

Related Activities

1. The silent movie activity found under Public Service can be redone with sound.

2. During the course of the school year a school operetta is performed. As an ongoing activity, all of the production work, i.e., costuming, set designs, musical arranging, can be filmed. Once edited it can be maintained in the library and used to show to future operetta casts and crews as an orientation program.

Resources – Student

World of Work, Readings in Interpersonal Relationships, Webster Division, McGraw-Hill

Junior Occupational Briefs, SRA

Career Opportunities, N.Y. Life Insurance Co.

Job Family Series, SRA

Alphabetical File on Occupations

Occupation File based on D.O.T.

Resources – Teacher

Same as above

D.O.T.

TELEPHONE AND TELEGRAPH

Pre – Post Test

1. List 10 occupations related to the Telephone and Telegraph family.

   _____ _____ _____
   _____ _____ _____
   _____ _____ _____
   _____

2. List 5 occupations you may want to work at or learn more about.

   _____ _____ _____
   _____ _____ _____

3. True or False

   _____ a. Telephone cables are always strung from telephone poles.

   _____ b. The telephone industry is involved in continual research to improve communications.

   _____ c. Orbiting satellites can be used for T.V. transmission but not telephone communication.

TELEPHONE AND TELEGRAPH

Related Occupations

1. **Engineers**

   cable lay-out person – runs the cable for telephone and telegraph offices.

   special service representative – consults with business and industrial clients concerning available services.

   telegraph engineer – performs research and testing to develop systems or equipment.

   telephone engineer – designs, plans and oversees construction and operation of systems.

2. **Technicians**

   photoradio operator – operates telegraph equipment which transmits and receives photographs.

   radiotelephone operator – operates radiotelephone.

   radiotelegraph operator – operates radiotelegraph.

3. **Clerical and Sales Personnel**

   The clerical personnel operate many of the typical office machines as well as a few machines which are peculiar to the industry.

   Sales personnel belong under Marketing and Distributing.

4. **Bench Workers**

   equipment assembler – wires switchboards.

   instrument shop person – repairs and modifies telephone and telegraph equipment.

5. **Electrical assembling, installing and repairing personnel**

   equipment inspector – inspects layouts and equipment in the offices.

   line inspector – inspects lines and cables.

   lineperson – installs and repairs telephone and telegraph lines.

   submarine mechanic – repairs and maintains underwater cable.

   transmission worker – lists phone equipment in office that services lines between communities.

Related Vocabulary

assembler – a factory worker who has the responsibility of putting pieces of equipment together.

cable – a bundle of insulated wires through which an electric current can be passed.

clerical – office work, such as keeping records, copying, filing.

client – a customer; may be a private person or a large company.

consult – to ask the advice of others.

designs – plans

layout – the manner in which anything is arranged.

submarine – beneath the surface of the ocean.

system – a regular, orderly way of doing something.

transmission – the passage of radio waves through space between sending and receiving stations.

Related Activities

1. Guest speaker from Bell Telephone Public Relations Department.

2. Using the Coca-Cola Ecology Kits, students can lay out a network of telephone lines, a main office. Consideration will have to be given to local needs and the environment. Since industry is part of the kit, sales representatives (students) would meet with industry representatives.

3. In conjunction with the science department, projects in the area of telephone and telegraphic communications can be done.

Resources – Student

World of Work, Reading in Interpersonal Relationships, Webster Division, McGraw-Hill

Junior Occupational Briefs, SRA

Career Opportunities, N.Y. Life Insurance Co.

Job Family Series, SRA

Alphabetical File on Occupations

Occupation File based on D.O.T.

Resources – Teacher

Same as above

D.O.T.

RECORDING INDUSTRY

Pre – Post Test

1. List five occupations, other than vocalist, in the recording industry.

   _____ _____ _____

   _____ _____ _____

2. List three occupations you may like to work at or learn more about.

   _____ _____ _____

3. True or False

   a. _____Some of the music on a record may have been added after the original was recorded.

   b. _____The industry depends on electronic equipment operated by skilled technicians.

   c. _____The quality of sound depends totally on the record player or tape deck.

RECORDING INDUSTRY

Related Occupations

1. Production

   arranger – creates a particular style for a band, orchestra, choral group or individual.

   composer – creates and writes music.

   instrumental musician – plays one or more instruments as a member of a musical group.

   lyricist – creates the words to go with the music.

   producer – responsible for the quality of the production.

   singer – gives expression to harmony, melody and rhythm.

2. Engineer

   chief – manages the entire engineering staff.

   dubbing and editing – dubs in or edits out sounds.

   maintenance – maintains and repairs all recording equipment.

   mixing – operates a machine which can record from one to sixteen tracks and operates console which blends everything into one balanced master track.

Related Vocabulary

dub – music inserted into previously recorded music.

harmony – the pleasing combination of two or more tones in a chord.

instrument – any of the various devices producing musical sounds.

lyrics – words set to music.

melody – pleasing arrangement of sounds in sequence.

mix – a combining of sounds to produce a uniform composition.

production – a musical work of art.

rhythm – a regular recurrence of grouped strong and weak beats.

Related Activities

1. In conjunction with the Survey of Music Program, the top 10 songs can be taken and analyzed in terms of mixing, dubbing and lyrics.

2. Students could create an original piece for taping with the cooperation of the music department.

3. Invite guest speakers.

Resources – Student

World of Work, Readings in Interpersonal Relationships, Webster Division, McGraw-Hill

Junior Occupational Briefs, SRA

Career Opportunities, N.Y. Life Insurance Co.

Job Family Series, SRA

Alphabetical File on Occupations

Occupation File based on D.O.T.

Your Future in Music, Curtis 780.69

Resources – Teacher

Same as above

D.O.T.

RADIO AND TELEVISION BROADCASTING

Pre — Post Test

1. List five occupations in Radio and T.V. Broadcasting.

   _____ _____ _____

   _____ _____

2. List three occupations you would either like to work at or learn more about.

   _____ _____ _____

3. True or False

   a. _____ Good or poor reception, radio or T.V., can be affected by weather.

   b. _____ Broadcasting has become so simple that very few people are needed to produce and broadcast a show.

   c. _____ Radio and T.V. stations are free to broadcast any type of program they want.

   d. _____ Income for radio and T.V. comes from advertising.

Related Occupations

I. – Broadcast Preparation Personnel

A. **Copyright Expert** – checks scripts to make sure all copyrights have been secured.

B. **Directors**

Music International Broadcast – supervises personnel and plans musical broadcasts to foreign countries.

Program I – plans programming for radio or T.V. stations.

Program II – directs the cast.

Public Service – plans, schedules and coordinates public service programs.

C. **Editor**

Continuity and Script – supervises writers and edits script.

News – supervises correspondents, edits and rewrites news items.

D. **Property handler** – performs manual work concerned with props and scenery.

E. **T.V. Film Field Coordinator** – plans, directs and edits footage taken outside of studios.

F. **Bilingual Announcer** – translates English broadcasts into foreign languages and broadcasts.

II. – Broadcast Presentation Personnel

Announcer – introduces programs, interviews guests and makes station identifications.

Audio operator – controls audio equipment.

Broadcast checker – monitors programs for contractual violations.

Cameraman – operates television camera.

Control Room Man – controls board to route radio programs from point of origin to pick-up stations.

Control Supervisor – coordinates activities of control-room personnel.

Sports Director – coordinates activities of sports department.

Master Control Engineer – controls equipment to route television programs to transmitter and network lines.

Telecine operator – controls and synchronizes equipment with program content.

Teleprompter operato. – types program copy for use in prompting machines and operates same.

Many other related occupations were covered in earlier families in this cluster.

III. – Transmission Personnel

Commercial Engineer – plans use of network wire facilities.

Radio Engineer – operates and maintains station audio and video transmission equipment.

Transmission Engineer – maintains technical standards of broadcasting equipment.

IV. – Service Personnel

Radio Repairman – repairs radio receivers.

T.V. Installation Man – installs and adjusts T.V. receivers and antennas.

T.V. Service and Repairman – repairs and adjusts radio and T.V. receivers.

V. – Satellite and Laser Transmission

This is an "infant" industry and as a result most of the occupations are not clearly established. The field will also spawn new occupations which are not yet in existence.

Related Vocabulary

Audio – the sound phase of a television broadcast.

Bilingual – able to speak and write in two languages fluently.

Broadcast – to transmit by radio or television.

Commercial – of or connected with business.

Continuity – a series of comments or announcements connecting the parts of a program.

Copyright – exclusive ownership of written or recorded material.

Correspondent – a person whose job is to supply news stores to radio or T.V. stations.

Footage – amount of film used in making television shows.

Foreign – broadcasts transmitted specifically to countries outside of the U.S.A.

International – covering many nations.

Manual – done by hand.

Monitor – listen to and watch for the purpose of detecting errors.

Network – the stations affiliated with each other and carrying ma.y of the same broadcasts.

Transmitter – the equipment necessary for sending the broadcasts.

Video – the visual part of a television broadcast.

Related Activities

1. Using personal experiences, a student panel can discuss the merits of cable T.V., rotor antennas, regular T.V. channel reception, U.H.F. channels.

2. Students can conduct a neighborhood survey to determine, by pre-established age groups, the number of hours spent watching T.V. and the number of hours spent listening to the radio. Statistical results can then be compiled.

3. Guest speakers from local stations.

Resources – Student

World of Work, Readings in Interpersonal Relationships, Webster Division, McGraw-Hill

Junior Occupational Briefs, SRA

Career Opportunities, N.Y. Life Insurance Co.

Job Family Series

Alphabetical File on Occupations

Occupation File based on D.O.T.

Men Against Distance, Flaherty 384.55

T.V. Story, Flaherty 384.55

Your Career in T.V. and Radio, Falk 621.38

Your Future in Electronic Engineering, Levine 621.38

Resources – Teacher

Same as above

D.O.T.

CONSUMER AND HOMEMAKING CLUSTER

Objectives:

To increase student awareness of the many jobs in the area of homemaking and consumer education.

To provide "hands on" experiences related to the different jobs.

To produce a more complete and clearer understanding of all of the facets of a job through field trips.

THE FOOD SPECIALIST

Introduction:

This area involves people who are working in the fields of basic and applied research and testing of foods, food service management, sale and promotion of food products.

Food and nutrition researchers conduct chemical analysis of food, preserve nutritive value, and devise new methods of measuring the vitamin content of food. People in this field have a strong background in the food sciences.

Public and private food institutions employ food specialists to supervise food preparation and service. Their time is spent developing recipes, planning menus, ordering food, storage, preparation, service, bookkeeping, maintenance of equipment and sanitary standards. Training in restaurant or institutional management, business administration, or nutrition is desirable.

Food specialists employed by food companies, manufacturers, packers, and growers may be engaged in either the development and/or the promotion of products. Their concerns are: (1) to bring the product to the eye of the consumer through publicity and advertising, (2) to interpret consumer needs and wants to the company.

Learning Activities:

1. Students will list all the foods they have eaten in the last 24-hour period and evaluate according to the Basic Four Guide and the Recommended Dietary Allowances. Each student will rewrite his/her list, opposite the original, adding and deleting needed foods.

2. Class will break up into small groups. Each group will plan a day's menu for one of the following:

   a. an overweight teenager
   b. an underweight teenager
   c. a pre-school child
   d. construction worker
   e. pregnant mother
   f. school principal

3. Following lesson on basic nutrients, students will break up into small work groups. Each group will devise a game covering the information concerning nutrients and the Basic Four. Examples:

   a. Crossword puzzle -- definition of terms.

   b. Password – most students are quite familar with the dynamics of the game and will merely substitute nutrition words or concepts. Clues will be a definition phrase of the term rather than giving synonyms. Game words or terms can be made on oaktag and kept.

   c. Card game – an ordinary deck of cards can be used. Students should cut out pictures of foods that are good sources of one or more of the following nutrients: protein, carbohydrates, fats, vitamins, minerals. Cut-outs should be glued to face of cards. The rules of the game can be decided by the student; one variation might be to simulate the game of "rummy". The object of the game would be to get four of a kind, either four pictures representing foods which are good sources of the same nutrient, or four foods in the same group of the Basic Four or one card representing each group of the Basic Four. The first player to get "rummy" would win. Nine cards would have to be dealt each player, allowing for two sets and a discard. Three players to a deck would be best.

   d. Dice or cube game – students would need three six-sided objects of wood, styrofoam, plastic, cardboard.

      Cube 1 – might contain the Basic Four food groups plus two additional, such as sugars – no nutritive value – or fats and oils.

      Cube 2 – could contain the six essential nutrients (protein, carbohydrates, fats, minerals, vitamins, H_2O).

      Cube 3 - would contain the functions or sources of items on Cube #1 and Cube #2. More than one function or source should be listed on each side of Cube #3.

      The object of the game is to score more points than your opponent by matching the faces of the three dice in a specified number of tries. Two types of matching would be possible: a match of two cubes would be worth a certain number of points (5 points) and a match of all three worth more (25 points). The points and other rules should be determined by the group.

   e. Others – let students use their imagination. Many familiar games can be simulated. After students have completed their group game, each group could challenge another to compete, using their game.

4. Field Trip

   Visit to high school to tour the kitchen and speak with the Home Economist in charge of cafeteria and food management.

5. Students will break up into work groups of four, and select a recipe which they will (a) plan a menu around, (b) calculate a market order for, (c) write a time schedule for, (d) and determine approximate cost.

   Recipes should be fairly simple and inexpensive to prepare. If a traditional classroom is being used, electric fry pans or blenders can be used. Recipe booklets specifically designed for blenders, fry pans etc. might make recipe selection simple.

6. Students will prepare, serve and eat their recipe in class the following week. If possible food should be ordered through the Home Economics Department, or an appointed group member could shop, with students sharing the expense.

7. Students will be divided into small groups. Each group will test food for evidence of starch, sugar, and fat. (*Today's Basic Science: The Molecule and the Biosphere*, p. 91-93)

8. Field trip

   Visit a test kitchen – some possibilities:
   a. Campbell's Soup Co.,
   b. Lipton Kitchen
   c. R.T. French Co.,
   d. General Foods Test Kitchen

Related Vocabulary

anemia – insufficient hemoglobin in the blood, often due to a lack of iron.

ascorbic acid – same as vitamin C or citrus vitamin.

Basic Four – a model for use in planning daily meals. It contains the essentials for an adequate diet as established by the U.S. Department of Agriculture.

basal metabolism – represents the minimum amount of energy needed to carry on the vital body processes.

B-Complex – vitamins thiamine, riboflavin, niacin, and others.

beriberi – a disease of the nervous system, cured by thiamin.

calorie – energy value of food

carbohydrates – are manufactured by plants from CO_2, H_2O, and sunlight and stored in the root, stem, flower, or seed. Sugars and starches are the two groups of carbohydrates.

energy requirements – the number of calories burned by the body in performing a specific task.

fats – come from both animal and vegetable sources and are our most concentrated source of energy.

foodstuff – synonymous with nutrient.

goiter – a swelling of the thyroid gland, often the result of insufficient iodine in the diet.

market order – list of food to be purchased for a meal, or number of meals.

menu – a meal plan, listing what is to be served, from appetizer to dessert.

M.D.R. – Minimum Daily Requirements. Standards established by the U.S. Food and Drug Administration. The quantities established are minimal: they are only sufficient to prevent the development of nutritional deficiencies. Product labels express contents in percentages of M.D.R.

niacin – a member of the B-complex group of vitamins.

nutrient – the raw material of food which, when eaten, enables the body to produce energy, to grow and repair body tissues, or to regulate the body processes.

pellagra – a nutritional deficiency disease. Occurs in people when their diet lacks niacin.

protein – the chief building material of the body. Necessary for life.

recipe – a formula and directions used in making or cooking a food.

R.D.A. – Recommended Dietary Allowances. Standards established by the Food and Nutrition Board and National Research Council. Daily allowances for calories and nine nutrients are given in amounts for five different groups according to age, sex, and physical condition.

riboflavin – a vitamin, also known as B_2 or vitamin G.

scurvy – vitamin-deficiency disease. It occurs from lack of vitamin C.

time schedule – a written plan, charting the amount of time needed in preparing a meal from preparation to eating. Preparation, cooking and serving time are calculated.

thiamine – a vitamin, also known as B_1.

trace minerals – those found in small quantity in the body.

Related Occupations

Consumer Service Specialist – investigates consumer needs and interprets them to the producer. Prepares consumer information material. May be in charge of product advertising. Handles consumer correspondence.

Dietary Consultant – advises and assists public and private institutions such as hospitals, schools, etc. on food service management and nutritional problems in group feeding.

Dietician – plans menus and diets providing required food for individuals or groups. May purchase food and maintain kitchen. Kinds of dieticians: Administrative, Therapeutic, or Dietician Chief.

Extension Agent – is a representative of a State College and/or State Department of Agriculture whose chief aim is to aid the homemaker. May write nutritional information, instruct public, advise clubs.

Food and Beverage Analyst – (Kitchen Research Worker) examines food samples and studies data to determine sales appeal and cost of preparing and serving meals and beverages in restaurants, cafeterias and food chains.

Food Chemist – conducts experiments in the chemistry of foods. Tests food samples to insure compliance with government law. May be designated as a food scientist or food technologist.

Food Journalist – employed by publishers of magazines or papers, and radio and T.V. stations. Writes articles and answers consumer questions.

Food Processing Technician – Assists food scientist in his/her work. Also supervises in production-related operations such as processing, packaging, sanitary maintenance, and waste disposal.

Food Products Tester – mixes, cooks or bakes experimental food products. Selects recipes from conventional cookbooks and substitutes dehydrated ingredients for fresh where feasible. Tests for deterioration of products during storage.

Food Service Supervisor – Trains and supervises employees engaged in serving food.

Food Teacher – (Home Economic Teacher) – instructs students K – 12 in good nutrition, meal planning and management.

Home Service Director, Food Company – assists the consumer with product information and answers questions. Usually is in a supervisory capacity.

Plant Hostess – conducts visitors through bakery and explains the operation. Distributes product and lectures on its nutritional value. Generally promotes product.

Research Nutritionist – works to improve food in appearance, palatability, and nutritional value. Studies and analyzes recent scientific research in nutrition and interprets information to public.

THE FOOD SPECIALIST

Pre – Post Test

A. List 5 jobs in the area of Food Specialist

1.

2.

3.

4.

5.

B. Give a brief description of 3 of the jobs and the education or training necessary for each.

1.

2.

3.

C. Write true or false before each of the following:

1._____If you eat wheat germ and molasses every day, your health and appearance will improve.

2._____Only whole wheat flour is safe to eat.

3._____Our bodies require adequate amounts of all nutrients.

4._____The essential nutrients are: fats, proteins, and vitamins.

5._____When the food we eat yields more calories than we need for normal growth and activity, we add fat to our bodies.

6._____Protein is needed to carry out growth and repair of our body's cells.

7._____Acid fruits and milk should not be eaten at the same meal.

8._____All carbohydrates can be divided into sugar and starches.

9._____Fats have the highest caloric value of any foodstuff.

10._____Proteins and starches at the same meal do not go together.

11._____Our bodies can get along for days and even weeks without food but only a few days without water.

12._____Vitamins are our most concentrated source of energy as well as a flavor enhancer for foods.

D. Fill in the blanks:

1. Excess calories are converted by the body to _____ and stored.

2. _____ is an important nutrient needed for growth and repair oof body tissue.

3. _____ can be classified into two groups: sugars and starches.

4. Four essential minerals are:

   a._____ b._____ c._____ d._____

5. _____ have no caloric content and cannot be used by the body for energy. They help the body use calories eaten.

6. The Basic Four food groups are:

   a._____ b._____ c._____ d._____

7. List 4 important goals of meal management.

   (a)

   (b)

   (c)

   (d)

E. Matching

_____1. calorie	A. Thiamin, niacin, riboflavin.
_____2. time schedule	B. Insufficient hemoglobin in the blood.
_____3. R.D.A.	C. Found in small amounts in the body.
_____4. Basic Four	D. U.S. minimal standards for prevention of nutritional deficiency diseases.
_____5. energy requirements	E. Energy value of food.
_____6. goiter	F. Standards established by Food and Nutrition Board for calories and nutrients.
_____7. B-Complex	G. Charting of time for food preparation, cooking and serving.
_____8. anemia	H. Established by U.S. Department of Agriculture as a model for use in planning daily meals.
_____9. trace minerals	I. The number of calories burned by the body in performing a specific task.
_____10. M.D.R.	J. A swelling of the thyroid gland.

Key: Pre and Post Test – Food Specialist

C. True or False

1. F
2. F
3. T
4. F
5. T
6. T
7. F
8. T
9. T
10. F
11. T
12. F

D. Fill in

1. fat
2. protein
3. carbohydrates
4. calcium, phosphorus, iodine, iron
5. vitamins
6. meat; milk; bread, cereal; fruit and vegetable
7. a. nutritionally adequate
   b. within budget
   c. desirable – pleasant appearance
   d. suited to time limits

E. Matching

1. E
2. G
3. F
4. H
5. I
6. J
7. A
8. B
9. C
10. D

Resources

Books, phamphlets and periodicals

Jobs in Professional Home Economics, No. 17. Job Family Series, 1965 Science Research Associates, Inc., 295 East Erie Street, Chicago, Illinois

Dietetics as a Profession, The American Dietetics Association, 620 North Michigan Avenue, Chicago, Illinois

Numerous pamphlets on Careers in Home Economics available through:
American Home Economics Association
1600 Twentieth Street, N.W.
Washington, D.C., 20009

Should You Be a Home Economist? New York Life Insurance Company, Career Information Service, Box 51, Madison Square Station, New York, New York

The Dictionary of Occupational Titles, U.S. Department of Labor, Washington, D.C.

The Occupational Outlook Handbook, U.S. Department of Labor, Washington, D.C.

Hall, Olive A., *Home Economics: Careers and Homemaking*

Journal of Home Economics, American Home Economics Association Publication, 2010 Massachusetts Avenue, N.W., Washington, D.C.

What's New In Home Economics, Dun-Donnelley Publishing Corporation

Forecast For Home Economists, published by Scholastic Magazines Inc., 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Dictionary of Occupational Titles Accompanying File of Career Information:
0-39.93 Dietician
0-12.35 Home Economist Extension Agent
0-12.10 Four-H Agent

HOUSING AND HOUSEHOLD EQUIPMENT SPECIALIST

Introduction

Housing and household equipment specialists are employed in three general capacities: (1) consultants, (2) testers, (3) demonstrators and instructors.

In the field of consulting, the housing and equipment specialist works with builders and architects to create a more efficient and attractive home or interior. Use of space, arrangement of kitchen and laundry room, proper placement of lighting and general decor are considered.

Manufacturers of household equipment employ a specialist to put the theories of their engineers and designers to the test of practical use in a test kitchen or laboratory.

Equipment and utility companies employ housing and equipment specialists to demonstrate and promote their products. Through the demonstration of the use and care of equipment to the public, the development and testing of recipes, and the writing of instructional booklets and other materials, the equipment specialist serves as the link between the consumer and producer.

Learning Activities:

1. Have guest speaker from a local Public Utility Company speak to the class about using and conserving electricity, safety, and home lighting. Inquire about lamp construction kits which many utility companies use as a project in explaining lighting and electricity.

2. Field trip: to an electrical appliance store. Tour the store and have their lighting advisor explain and show the various kinds of fixtures and the decorative effects of lighting.

3. For reenforcement of concepts regarding electricity and appliances, have students break up into teams of four. Four work tables should be established. One representative of each team will go to each table and perform the task at that table for points. The team which compiles the most points wins.

    a. "The Save a Watt Game" board and dice game, 2 – 10 people, available by writing to:

        Consumer Affairs Department
        Room 1625-S Consolidated Edison
        4 Irving Place
        New York, New York 10003

    b. Password – teacher makes up words or key phrases which students, working in pairs, will determine from partner's hints. Both partners receive point if term is guessed.

c. Word Jumbles: Directions
   (1) Select a key concept consisting of 5 to 10 letters.
   (2) Use each letter in this broad concept to form a word related to the concept.
   (3) Scramble the letters in each of the related words, circle the letter needed for the surprise answer.
   (4) In the answer blanks supplied for each of the related words, circle the letter needed for the surprise answer.
   (5) In writing the directions, provide clues for the related words and the key concept.

d. Energy Word Hunt – to be created by teacher. Example:

FYUPOWERFAILUREB	Words:
GATUOKCALBRRWDAT	fixture
FUELEYPONMACAXRS	fuel
HBIDFIXTUREZTSKDP	power failure

4. Field Trip: Public Utility Company. Home equipment demonstrator will demonstrate major appliances, their use and care.

5. Have each student prepare an oral demonstration of a small appliance. Include an explanation of appliance nameplate, use, cleaning, and storage. Each student should be encouraged to be as creative as possible in his/her presentation.

6. Field Trip: Visit a local appliance store which carries large and small appliances. Have a student do a "comparative study" of three different brands of the same appliance. (Make sure store personnel know you are coming.)

Sample:

Comparative Study of 3_____

	A	B	C
Trade Name			
Manufacturer			
Price			
Model #			
Kind of Current			
Cycles			
Voltage			
Watts or H.P.			
U.L. or AGA			
Base Material and Finishes			
Description (design, capacity, controls, special features, safety devices, method of operation, etc.)			

7. Have student create a bulletin board on color schemes, using construction paper and pictures from magazines. *(Homes With Character)*

8. Have student view various floor plans for houses and discuss the pros and cons of each in terms of efficiency and effective use of space. *(Homes With Character)*

9. Guest Speaker – Interior decorator from a local furniture store will show the class how he/she goes about decorating a room, house, or office.

10. Field Trip – to a local model home site. Students should be given a check sheet or work sheet to help them identify and evaluate layout, use of space, kitchen efficiency, general decor. *(Homes With Character)*

11. Students will break into small groups. Each group is given a hypothetical family and asked to determine the possible housing needs. At the end each group will share their decisions and ask for comments. Example: Newlyweds, combined income of $14,000. Ages 20, 22. Savings of approximately $2,000. Interests in camping, gardening, sports and sewing. This couple is presently living with her parents and now looking to establish a place of their own. Discuss their needs, considerations, etc. in making a housing choice. *(Homes With Character)*

Related Vocabulary

A.C. – Alternating Current – current that continually reverses direction; supplied by power lines.

ampere – the unit of electric current. The number of amps flowing in a circuit depends on the electrical resistance of the circuit and the voltage applied to the circuit.

analogous scheme – combining colors related in hue. Colors next to each other on the color wheel (green, yellow green, yellow).

artificial light – manufactured light either fluorescent or incandescent.

balance – the principle of design that produces a feeling of rest. Formal balance exists when an arrangement is symmetrical. Informal balance is asymmetrical.

candle power – a unit of measure of brightness of a light source.

circuit breaker – similar in function to a fuse only that it may be reset manually and a blown fuse must be replaced.

complementary scheme – combining colors directly opposite on the color wheel in a decorating plan. Examples: (red and green) (orange and blue) (yellow and violet)

cool colors – green, blue, purple.

D.C. – Direct Current – flows in one direction only. It is supplied by dry cells and batteries.

electrical resistance – the opposition or resistance that materialsoffer to a flow of electric current.

electric circuit – a complete or closed path for the flow of an electric current.

electric current – a flow of electric charge in a definite direction.

electric energy – the work done or the energy used in a given time. Electric energy is power X time.

emphasis – the principle of design that centers interest on the most important thing in any arrangement and carries the eye from that point to the related interest.

fluorescent light – light from a sealed glass tube that contains small amounts of mercury and argon gas and has an electrode at each end.

fuse – a protective device used to break a circuit when too much current flows through it.

glare – light that is uncomfortable for the eyes, interferes with seeing, or is in any way annoying.

hue – this is the name of a color, such as blue, red, or green. Hue is like a family name.

incandescent light – from a bulb that has a tungsten filament.

intensity – refers to the brightness or dullness of color. It is the degree of strength of a color.

kilowatt – a unit of electric power. 1 kilowatt = 1,000 watts.

lumen – a unit of illumination (amount of light on a surface).

monochromatic scheme – a one-color scheme. A scheme built around the tints, shades, and variations of one color used with white or black.

name plate – must be on all electrical appliances. It contains the manufacturer's name and indicates the normal rating in volts, amps, and watts. Cycles per second and horsepower are specified on appropriate appliances.

neutral scheme – no color – black, white and gray – used throughout a room. (also called no-color color scheme)

open circuit – a circuit that is interrupted or broken at one or more points.

primary colors – red, yellow, blue, the three basic colors from which all others can be made.

proportion – the law of relationships which demands that all space divisions be pleasingly related to each other and to the whole.

rhythm – the principle of design that suggests connected movement.

secondary colors – orange, green, purple. Made by combining two of the primary colors.

shade – a color that has had black added to it.

short circuit – a circuit in which at least part of the moving electric charge crosses a smaller portion of the circuit than it should.

texture – the roughness or smoothness, shininess or dullness, softness or stiffness, heaviness or sheerness of the cloth in drapery or slip-cover material.

tint – a color that has had white added to it.

triadic scheme – combining three colors, equally spaced around the color wheel, in a decorating plan (red, yellow, blue – orange, green, violet).

U.L. Seal – Underwriters Laboratories Seal of Approval – indicates that article has been tested by this non-profit organization for safety.

value – refers to the lightness or darkness of a color.

warm colors – red, yellow, orange,

watt – a unit of electric power, equal to amps x volts.

watt-hour – one unit of electric energy. (100-watt bulb burning 1 hour uses 100 watt-hours).

Related Occupations

Color expert – advises clients on fashionable color combinations in home, office or institutional decor.

Consultant on housing design – works with builders and architects. Concerned particularly with use of space in kitchen, storage, and laundry center. Concerned with proper home equipment and its placement.

County home demonstration agent (extension service) – visits homes to advise families on problems such as family budgeting and home remodeling. Organizes and advises clubs, and assists in selecting leaders to guide group discussions and demonstrations in sewing, food preparation, and home decorating. Also known as Extension Agent.

Home lighting advisor – discusses more effective use of light with customers.

Home lighting demonstrator supervisor – directs activities of home lighting demonstration department to educate people in most beautiful and economic use of light.

Home service director (Director of Home Economics)– plans, coordinates, and directs consumer ed. service or research programs for equipment, food, or utility company to promote good will and sale of product.

Home service representative – demonstrates the use and care of gas or electric products to the consumer to promote sales and teach efficient energy use in the home. Lectures, demonstrates, and writes consumers.

Household products technician – keeps data on household products through experimental uses. Compares products to competitors' products. Compiles data from consumer surveys.

Housing and home equipment journalist – writes articles for newspaper or magazine company on housing tips and home equipment and furnishing.

Housing and household equipment specialist – employed by appliance and home equipment manufacturers to assist the customer with their inquiries and problems concerning products.

Tester – inspects and tests home appliances.

Resources

Dictionary of Occupational Titles Accompanying File Of Career Information: 0-12.35 County Agent, Home Economist

See additional resources listed at end of Food Specialist Unit, page 105.

HOUSING AND HOUSEHOLD EQUIPMENT SPECIALIST

Pre – Post Test

A. List five jobs in the area of housing and household equipment.

1.
2.
3.
4.
5.

B. Give a brief description of five of the jobs and the education or training necessary.

1.
2.
3.
4.
5.

C. Matching

_____1.	A.C.	(a) Indicates that an article has been tested for safety and approved.
_____2.	fuse	(b) Must be on all electrical appliances. Lists manufacturer, volts, amps, cycles and/or horsepower.
_____3.	candle power	(c) Supplied by dry cell and batteries
_____4.	incandescent light	(d) Unit of measure of alight's brightness.
_____5.	U.L. Seal	(e) Light that is uncomfortable to the eyes.
_____6.	watt-hour	(f) Light from a bulb that has a tungsten filament.
_____7.	fluorescent light	(g) A protective device used to break a circuit when too much current flows through it.
_____8.	glare	(h) Light from a sealed glass tube that contains small amounts of mercury and argon gas and has an electrode at each end.
_____9.	D.C.	(i) Is one unit of electric energy
_____10.	nameplate	(j) Current that reverses in direction.

D. Fill in the blanks

1. The primary colors are_____, _____, and _____.
2. The roughness or smoothness of a fabric is known as its_____.

3. _____ is a color that has had white added to it.
4. _____ is a color that has had black added to it.
5. _____ is the principle of design that centers interest on the most important thing in any arrangement.
6. The cool colors are _____, _____ and _____.
7. _____ refers to the brightness or dullness of a color.
8. The two forms of balance in decorating are: _____ and _____.

E. Circle the correct answer.

1. A color scheme used in decorating that combines colors directly opposite each other on the color wheel.

   (a) mono chromatic
   (b) triadic
   (c) complementary
   (d) analogous
   (e) neutral

2. A color scheme used in decorating that combines colors that are related or next to each other on the color wheel.

   (a) triadic
   (b) neutral
   (c) analogous
   (d) complementary
   (e) mono chromatic

3. A color scheme used in decorating that combines three colors equally spaced around the color wheel, either primary or secondary.

   (a) neutral
   (b) analogous
   (c) triadic
   (d) mono chromatic
   (e) complementary

4. A color scheme used in decorating that is built around one hue, its tints, shades, and variations.

   (a) mono chromatic
   (b) neutral
   (c) analogous
   (d) complementary
   (e) triadic

5. The principle of design that can be symmetrical or asymmetrical.

(a) emphasis
(b) rhythm
(c) harmony
(d) balance
(e) proportion

6. The principle of design that deals with the division of space.

(a) texture
(b) harmony
(c) intensity
(d) proportion
(e) emphasis

7. The principle that suggests connected movement.

(a) intensity
(b) rhythm
(c) balance
(d) proportion
(e) harmony

Key: Pre and Post Test – Housing and Household Equipment Specialist

C. Match

J 1.
G 2.
D 3.
F 4.
A 5.
I 6.
H 7.
E 8.
C 9.
B 10.

D. Fill In

1. red, yellow, blue
2. texture
3. tint
4. shade
5. emphasis
6. blue, green, purple
7. intensity
8. formal and informal

E. Circle the correct answer

1. complementary
2. analogous
3. triadic
4. mono chromatic
5. balance
6. proportion
7. rhythm

TEXTILES AND CLOTHING

Introduction

The area of Textiles and Clothing can be divided into three categories: textile testing and research, retailing and merchandising, and fashion styling and design.

In textile research, fibers are tested to determine the wearing and laundering performance of fabrics. Additional tests are performed to determine color fastness, fiber content, thread count, and tensile strength. Clothing and textile research may also include: establishing consumer standards, clothing consumption, and problems of clothing construction with modern fabrics.

In the area of retailing and merchandising of clothing and textiles, there are opportunities such as: comparison shopper, buyer, stylist, fashion coordinator and bridal consultant. Positions in sales promotion and consumer services are to be found with pattern companies and sewing machine manufacturers as well as with retail stores and clothing and textile manufacturing firms.

In the area of fashion design, jobs such as textile and clothing designer, fashion illustrator, and creative displayer are available.

Learning Activities

1. Have students break up into small work groups and perform various fabric identification tests on small unknown fabric swatches.

   Tests – Burn test
   Acetone and alkali test
   Visual inspection test
   Microscopic test
   Chlorine test
   Wet and dry strength test
   (*Fabric Science*, by Pizzuto)
   (*Textiles*, Hollen and Saddler)

   On the basis of their tests students will label fabric swatches.

2. Have each student select a pattern, choose the fabric and make a tie. One or two portable machines and iron would make it possible to do this project in a regular classroom.

3. Have students keep a record of the cost of all material needed to make their tie. Each student should comparison-shop to compare the appearance and cost of their product to a manufactured tie. Students should share their results.

4. Arrange a fashion show with a local clothing store, to be planned and carried out by the students with the assistance of their buyer and fashion coordinator.

5. Visit a local store and view a window display being created.

6. Have students make a fashion or fabric display in the Home Economics showcase.

7. Visit a fabric- or textile-testing lab to view the procedures and occupations. Suggestions:

   U.S. Testing Co., Inc.
   1415 Park Avenue
   Hoboken, New Jersey 07030

   Better Fabrics, Testing Bureau Inc.
   101 West 31 Street
   New York, New York

Additional field trip sites listed under Resources, page 123.

Related Vocabulary

acetone test – is used to identify an acetate fiber or fabric. The chemical acetone is dropped on the fabric; if it is an acetate the drops will begin to dissolve the fibers.

additive finishes – are applied to a fabric to give texture, luster, embossed designs, and abrasion-resistance to the fabric.

antiseptic finishes – are used on some fabrics to inhibit the growth of bacteria and other odor-causing germs and to prevent decay from perspiration.

baste – to make a long, loose, temporary stitch by hand.

bias – any direction on a fabric which does not exactly follow a lengthwise or crosswise yarn.
true bias – a 45° angle with the lengthwise and crosswise grains. It has the greatest stretch and ravels less than any other cut edge.

blend – a fabric made from two or more different fibers mixed before spinning into yarn.

bonded fabric – also known as laminated fabric, consists of two fabrics made to adhere together by an adhesive or a flame-foam process.

burn test – identifying a fabric by burning fibers and observing: (1) how quickly it burns, (2) the ash, (3) odor from burning.

color-fastness – the degree to which a dye on a fabric is stable. A truly color-fast fabric *will not run* when wet.

crocking – is color-loss of a fabric from rubbing or abrasion while wearing.

filling yarns – the crosswise yarns in a fabric. They usually have more stretch than lengthwise yarns.

grain – the lengthwise and crosswise direction of yarns in a fabric. Also called grainline.

man-made fiber – fiber manufactured from natural or synthetic fiber-forming substances.

migration – is shifting of color in printed fabric.

machine-baste – using the longest stitch possible on the sewing machine as a temporary stitch.

natural fibers – wool, silk, cotton and linen. These fibers are found in nature and not manufactured.

pattern – usually one-half of a garment cut from paper to be used as a guide for cutting the garment from fabric.

pattern guide – a set of directions for cutting and constructing a garment, enclosed with the pattern.

run or bleed – the dye or color comes off the fabric in water.

selvage – the finished lengthwise edge of woven fabric running parallel to warp or lengthwise yarns. Knit or felt fabrics do not have selvages.

soil-release finishes – usually found on permanent-press fabrics. They are said to be effective usually with one warm-water wash.

soil-retardant finishes – are used on cellulosic fabrics that cannot be laundered easily.

stabilized fabric – fabric which has been treated with a special finish to prevent shrinkage, stretch and wrinkling.

style – the distinctive lines and characteristics of a garment.

surface texture – the characteristic feel of a fabric surface, such as smooth, soft, nubby.

warp yarns – lengthwise yarn in fabric, usually stronger, with less stretch than crosswise yarn.

weave – the interlocking pattern of threads in a fabric. There are three basic weaves: plain, twill, and satin.

Related Occupations

Bridal Consultant – advises prospective brides in all phases of wedding planning, such as etiquette, attire of wedding party, and selection of trousseau. Compiles list of prospective brides from newspaper and sends them promotional material to offer own and store's services as consultant. May make all wedding arrangements and may accompany bride when shopping in store, or shop for her.

Buyer – purchases merchandise for store or company for resale. Selects and orders from samples of manufacturing representatives, basing selection on nature of clientele, demand, and experience as a buyer.

Cloth Tester – tests cloth physically and chemically to see if it meets established standards, etc. Tests for colorfastness, strength, absorbency, spot removal, etc.

Consumer Service Specialist – participates in program of consumer service and research for manufacturers and distributors of textile products and clothing patterns. Assists in the sale and development of products. Develops clothing construction and sewing techniques and ideas for home use of textile products.

Drapery and Upholstery Estimator, Measurer and Hanger – estimates price of making and installing draperies, slipcovers, and shades. Computes cost of fabric from measurements, work specifications, and type of fabric. Calls at customer's home to check measurements. Installs draperies in home.

Fashion Coordinator – coordinates promotional activities such as fashion shows. Studies fashion and trade journals, travels to garment centers, attends fashion shows, and visits manufacturers to determine trends.

Fashion Designer – creates designs and prepares patterns for new types and styles of clothing. Shows new styles to salesmen at style shows, makes frequent trips to garment center to keep in touch with styles.

Fashion Displayer – sets up clothing displays in windows and showcases, and on sales floor, to attract attention of prospective customers.

4-H Club Agent – organizes and instructs club members in areas of sewing, cooking, nutrition. Designed for teen and pre-teen groups.

Personal and Comparison Shoppers – verifies prices, quality, and styles of merchandise in competing stores or salesrooms. Verifies complaints of customers on price of merchandise by shopping at designated store to check quality and style for specified price. Prepares reports on findings.

Sewing Instructor – teaches methods and principles of sewing in a private or public capacity to varying age groups. Employed by schools, sewing machine manufacturers, fabric chains.

Textile Chemist – conducts textile research and institutes methods to control processes for scouring, bleaching, mercerizing and dying textiles. May analyze dyes, acids, bleaches and finishes for conformance to specifications.

TEXTILES AND CLOTHING

Pre and Post Test

A. List five jobs in the area of Textiles and Clothing.

1.
2.
3.
4.
5.

B. Give a brief description of three of the jobs and the education or training needed for each.

1.

2.

3.

C. Matching

_____ 1. bleeding	A. nylon, dacron
_____ 2. warp	B. a fabric made from two or more different fibers.
_____ 3. pattern	C. lengthwise and crosswise direction of yarns in a fabric.
_____ 4. bonded	D. giving off fabric dye when in water.
_____ 5. filling yarns	E. usually 1/2 of a garment cut from paper to be used as a cutting guide.
_____ 6. acetone test	F. lengthwise yarns in fabric.
_____ 7. blend	G. wool, cotton, silk, linen.
_____ 8. natural fiber	H. the crosswise yarns in a fabric.
_____ 9. synthetic fiber	I. two fabrics that have been made to stick together.
_____ 10. grain	J. a way to determine an acetate fiber or fabric.

D. True or false

_____ 1. Additive finishes are applied to a fabric to give texture, luster and abrasion-resistance to the fabric.

_____ 2. A bonded fabric is a non-woven material.

_____ 3. Selvage is a control mechanism on a portable sewing machine.

_____ 4. Bias is any direction on a fabric which does not exactly follow a lengthwise or crosswise yarn.

_____ 5. Baste is an important procedure in pressing a fabric.

_____ 6. Pattern guide is a ticket found on fabric explaing how it is to be laundered.

_____ 7. Style refers to the lines and characteristics of a garment.

_____ 8. Stabilized fabric is one which has been treated to prevent shrinkage, stretch, and wrinkling.

_____ 9. Warp refers to the condition of a fabric as it comes off the looms.

_____ 10. Fastness refers to the strength of a fabric during numerous testing procedures.

Pre and Post Test: Key – Textiles and Clothing

Matching

1. D
2. F
3. E
4. I
5. H
6. J
7. B
8. G
9. A
10. C

True or False

1. true
2. false
3. false
4. true
5. false
6. false
7. true
8. true
9. false
10. false

Resources

Field Trip Sites:

Simplicity Pattern Co., Inc.
200 Madison Avenue
New York, New York 10016

Butterick Pattern Co.,
161 Sixth Avenue
New York, New York 10013

Klemtex Service Labs., Inc
108 North 7th Street
Paterson, New Jersey

Media:

Filmstrip/Record

#83731 *A Career In Retail Buying* (6 min.)
#83356 *A Career In Fashion Distribution* (6 min.)
#82304 *Retailing Serves The Consumer*

Leaflets

#83895 *Job Opportunities In Advertising and Display*

All above available from J.C. Penney Inc., Education Dept., 1301 Avenue of the Americas, New York, New York 10019.

Books:

Young Faces in Fashion, Williams (Clothing Designer) 391.

Your Future in the Fashion World, Gately 646.

Fashion As A Career, Heal 646.3

Dictionary of Occupational Titles Accompanying File on Occupational Information

0-43.30 Display Person
0-43.40 Interior Decorator
0-46.01 Clothes Designer
0-74.11 Buyer
0-97.10 Comparison Shopper
0-12.10 Four-H Agent

See additional resources under Food Specialist Unit. page 105.

FAMILY RELATIONS AND CHILD DEVELOPMENT

Introduction

Jobs in this area are concerned with the facets of family relationships and how the total family environment affects the development of the child. Most of the research in this field has been done by sociologists, psychologists, and psychiatrists, although home economists trained in family life and child development are contributing to research also.

Learning Activities

1. Have students make play dough and finger paint.

   Play Dough Recipe

   1 cup salt
   3 cups flour
   1¼ cups colored water

   Mix and knead the above ingredients together.

   Finger Paint Recipe *

   1 cup Ivory Snow flakes
   1/2 cup Linet laundry starch
   2 2/3 cups boiling water
   2 tablespoon glycerin
   Alum

   Mix 1/2 cup dry laundry starch with 2-2/3 cups boiling water. Stir in 1 cup soap flakes when still hot. Add 2 tablespoons glycerine and food coloring.

   *Wallpaper paste and shaving cream and food coloring will produce finger paint also.

2. Field trip to a local nursery school. If possible visit a Day Care Center also for basis of comparison. Have students become involved with some activity going on.

3. Have students make a bulletin board on appropriate toys for various-aged children.

4. Have students break into groups and discuss a hypothetical family problem. (The local newspaper "write in" columns such as "Ann Landers" could be a quick source. Co-Ed Magazine always has stories dealing with family relations, also).

   Share recommendations for dealing with the problems amongst the class.

5. Have small groups of students present a skit of their creation which shows family cooperation or lack of it.

Related Vocabulary

appetite – a pleasant sensation – an enthusiastic desire for food.

family life cycle – the various stages a family moves through, starting with marriage and going to old age and death.

flexible feeding schedule – is one of self-demand from the baby. Feeding a child when he/she appears to be hungry rather than on a time schedule.

hunger – an uncomfortable sensation in the stomach – an urgent demand for food.

infant – a child from birth till one year.

peers – members of the same age group.

play dough – a play material for pre-schoolers made from flour, salt, and colored water.

pre-natal – the nine-month period before birth.

pre-schooler – a child from 3 to 5 years.

toddler – a child from one year to three years

trust – feeling of security

Related Jobs

Family Relations and Child Development Journalist

Employed by publishers and radio and T.V. stations, to report on subjects aiding understanding of child development and family relations.

Nursery School Teacher

Organizes and leads activities of pre-kindergarten children in nursery schools or in playrooms operated for patrons of theaters, department stores, hotels, churches, and similar organizations.

Researcher in Child Development and Family

Studies the various relationships within the family and the factors which affect the relationships. Relates child's personality to various factors in child's background. Considers the effect on the child's mental development of such things as children's literature and playthings and experiences in nursery school.

Resources

Dictionary of Occupational Titles Accompanying File of Occupational Information

0-32.02 Nursery School Teacher
0-12.35 Home Economist

Additional resources listed under Food Specialist Unit, page 105.

Pre and Post Test

A. Have students list two jobs in the area of family relations and child development. Give the education or training needed for each.

1.

2.

B. Identify the following statements as infant, toddler, or pre-schooler.

_____ 1. "I wish I could go to school and play with the other kids."

_____ 2. "I'm begining to discover the world about me, especially the medicine chest."

_____ 3. "I like my teddy bear because it's soft and makes me feel secure in the world."

_____ 4. "You'd better hide all breakable items from me because I'll probably get hold of them."

_____ 5. "Soft, warm clothes are what I want."

_____ 6. "My mommy wants me to go to the toilet but I'd rather do it in my pants."

_____ 7. "I like to feel good about the things I do, especially my sand castles."

_____ 8. "I have my own ideas and I don't even think mommy can stop me from throwing that food on the floor."

_____ 9. "I eat and sleep a lot. I just don't care about much else."

_____ 10. "Finger paints and playdough are really fun because they're so messy."

Pre and Post Test: Key – Family Relations and Child Development

1. pre-schooler
2. toddler
3. infant
4. toddler
5. infant
6. toddler
7. pre-schooler
8. toddler
9. infant
10. pre-schooler

FAMILY ECONOMICS AND HOME MANAGEMENT

Introduction

Those employed in the area of Family Economics and Home Management are concerned with the most efficient use of time, energy, and money in managing a household. Family income and expenditures, and the work methods of the homemaker are of vital concern in solving financial problems.

The consultant in this field reaches the populace through publications, films, exhibits, talks to organizations, and personal consultations.

The researcher in family economics is essentially concerned with determining what portions of income families spend on food, clothing, housing, medical care and other expenses and with relating this to living costs and standards. In home management, a researcher might observe the work methods of homemakers in their home environments to find ways of simplifying the tasks.

The family economics and home management specialist may concentrate on helping individuals and families to apply sound principles of consumerism to household and financial management. Positions are available in banks, loan companies, large department stores, and welfare agencies. In welfare the financial specialist would develop budget standards for families. In public health the home management person would assist disabled homemakers in developing household arrangements and work methods in accordance with the disability.

Learning Activities

1. Have students make a bulletin board on the pros and cons of credit buying.

2. Have a budget consultant from one of the local banks visit the class and advise them on spending and saving wisely.

3. Secure credit applications from several lending institutions. Fill in several with fictitious information. Have small groups review applications and make decisions on whether to lend money, based on the data.

4. Invite a county extension agent to visit the class and explain the services she/he provides for families.

Related Vocabulary

assets – are everything an individual, business, or institution owns that has monetary value.

budget – a plan for the use of money.

collateral – a possession of enough value so it can serve as security on a loan.

conditional sales contract – an agreement that withholds title to an item until it is fully paid for.

contract – a signed agreement between two or more parties.

credit – buying goods on a promise to pay over a period of time with an additional cost called interest.

credit investigation – an inquiry which is undertaken by a financial institution to verify all the information given in an application.

credit rating – is an evaluation of one's qualifications to receive credit, based largely on past record in meeting credit payments.

delinquent – a term used to describe a credit account which is past due.

efficiency – the most effective use of time, energy, and resources.

gross income – a sum of money earned before deductions are made.

installment buying – buying on credit and making monthly payments.

interest – premium paid on borrowed money or credit account.

liabilities – the total of what one owes.

mortgage – a long-term loan used by people to purchase homes.

net worth – what a family owes subtracted from what a family owns.

non-installment credit – a loan which is paid in one single payment.

repossess – to reclaim the goods which have been purchased on installment credit and for which payments are long past due.

service-credit – single payment used to pay for such items as utility bills, doctor bills.

title – paper showing legal ownership.

values – those things which are important to the individual.

warranty – a statement from manufacturer or seller, defining their responsibility for quality and performance.

Related Occupations

Budget Consultant – (family finance specialist) – advises customers of bank and loan companies on personal and family financial problems. Provides advice on family spending and saving through publications, films, exhibits and personal consultations. Conducts research to see amounts spent by families in areas of food, clothing, housing, and medical care. May be self-employed.

Director of Consumer Education – guides people in the selection and care of products on the market to help them make the most efficient use of their resources. Teaches wise shopping and comparison, evaluates economic conditions of family, participates in training programs of staff, and contacts the public through media.

Home Management and Family Economics Journalist – employed by newspaper and magazine publishers as well as radio or T.V. stations to report to the consumer on efficient management of household and finances, and sound consumerism. May also be employed by a company for same purposes.

Research in Home Management and Family Economics – research is done in the areas of: family spending ratio, buying practices, family needs based on stages of the life cycle, living costs and standards, use of time, use of space, work habits, workings of the family unit.

Resources

Dictionary of Occupational Titles Accompanying File of Occupational Information

12.35 Home Economist

Books

640. Paris, *Your Future As A Home Economist*

"Careers in Consumer Finance – Your Future" (Brochure) 24 pages
E-2 1958 – free to teachers
National Consumer Finance Association
1000 Sixteenth Street, Northwest
Washington, D.C. 20036

For additional resources see those listed under Food Specialist, Unit, page 105.

FAMILY ECONOMICS AND HOME MANAGEMENT

Pre and Post Test

A. Name two jobs in the area of Family Economics and Home Management and give the educational or training needs for each.

1.

2.

B. Matching

_____ 1. contract	A. an additional fee paid on borrowed money.
_____ 2. liabilities	B. a possession of value used as security on a loan.
_____ 3. interest	C. what a family owes subtracted from what they own.
_____ 4. warranty	D. everything an individual owns that has value.
_____ 5. collateral	E. a signed agreement between two or more parties.
_____ 6. efficiency	F. the total of what one owes.
_____ 7. title	G. those things which are important to the individual.
_____ 8. values	H. a statement that guarantees quality and performance.
_____ 9. assets	I. the most effective use of time, energy and resources.
_____10. net worth	J. paper showing legal ownership.

C. True or false

_____1. Mortgage is a plan for the use of one's money.

_____2. A conditional sales contract is a long-term loan used by people to purchase homes.

_____3. Credit rating is an evaluation of one's qualifications to receive credit, based on past records of payments.

_____4. Service credit is a loan which is paid in one single payment.

_____5. Repossess is a term used to describe a credit account which is past due.

Key

B. Matching

1. E
2. F
3. A
4. H
5. B
6. I
7. J
8. G
9. D
10. C

C. True or False

1. false
2. false
3. true
4. false
5. false

PUBLIC SERVICE

Introduction

Public Service is a vast area encompassing many varied occupations, from the dedicated probation officer to the Director of the Division of Financial Responsibility.

Despite the vast differences among the many occupations in this cluster, they do have one thing in common: they are employing people who must be willing to serve the public. In many cases they must work long and erratic hours since they serve the needs of the people, and needs cannot be limited to between 8:00 A.M. and 5:00 P.M.

In one way or another, these occupations employ public servants whose services we often take for granted but upon whom our society greatly depends.

Objectives

1. To make students aware of the many forms which public service takes.
2. To make students aware of our society's dependency on public servants.
3. To make students aware of the changes that have taken place in public service in their lifetimes.
4. To make students aware of the directions for the future in the area of public service.
5. To have the students become familiar with at least one occupation in each family.

EDUCATION

Pre – Post Test

1. List five (5) occupations, other than classroom teachers, in the field of education.

   _____ _____ _____

   _____ _____ _____

2. Name three (3) occupations in education you feel you may like to work at or learn more about.

   _____ _____ _____

3. True or False

   _____Educators work regular hours, such as 9:00 A.M. to 3:30 P.M.

   _____A college education is necessary for all areas of educational employment.

   _____Teachers do not belong to labor unions.

   _____At present, there are more certified teachers than there are job openings.

   _____Salaries in educational occupations are the same from one state to another.

   _____Not all college professors have the title of "Doctor".

   _____School bus drivers need only a regular automobile driver's license.

Related Occupations

Counseling – Counseling exists to help people understand themselves, examine options, make choices, and to give them support once choices are made.

a. **School Counselor** – concerned with the educational, vocational, social, and personal development of students.

b. **College Career Planning and Placement Counselors** – Concerned with the aspects of student development involving career selection.

Teaching – This is the most numerous profession in education. Instructors are needed in many fields – from skilled trades to scientific research.

a. **Nursey School Teacher** – Organizes and leads activities of pre-kindergarten children in nursery schools or playrooms operated for patrons of theaters, department stores, hotels, or similar organizations.

b. **Kindergarten and Elementary Teachers** – Kindergarten teachers provide children with experiences in play, music, art, science, numbers and language.

The way in which elementary teachers function varies greatly. They may teach an entire self-contained class; they may team-teach: one or more aides may be available, allowing the teacher to concentrate on small groups with like needs.

c. **Secondary School Teachers** – Those employed in middle schools and senior high. These teachers usually specialize in one or two subject areas and meet several different classes a day.

d. **College and University** – In addition to giving class lectures, much time is spent by college and university personnel in counseling or advising students, conducting research, writing for publications, or aiding in college administration.

Other Fields

a. **Librarian** – Organizes material in such a way that it is readily available in the simplest of ways.

b. **Library Technicians** – Assist librarians in library science, facilities and rules; assist users of the library in utilizing resources.

c. **Educational Assistants** – Aid the classroom teacher by performing many of the clerical and supervisory tasks that are so time-consuming.

d. **Media-center Personnel** – Plan preparation and use of audio-visual teaching aids and methods.

e. **Transportation** – drivers, maintenance, dispatcher and bus coordinator.

f. **Foreign Student Advisor** – Assists foreign students with making the necessary adjustments to campus and community life.

g. **Educational Specialist** – May specialize in research activities concerned with elementary, secondary or college-level programs.

Related Vocabulary

aide – someone to assist the teacher; their use depends upon the school system; they may tutor.

adjustment – an altering of attitudes.

audio-visual – teaching machines designed to be heard, seen, or heard and seen.

career – a lifework, a profession, or an occupation.

clerical – of office work, such as keeping records, copying, filing.

coordinator – a person in education who causes events to operate harmoniously.

facilities – the means by which something can be more easily done.

foreign – from outside of one's own country, province or locality.

lecture – basic approach in college education, wherein the professor speaks and students take notes.

options – choices available to students throughout their changing educational life.

personnel – persons employed in any work, enterprise, service or establishment.

research – careful, systematic, patient study and investigation in some field of knowledge.

resources – something that lies ready for use or can be drawn upon for aid.

self-contained – a class with one main teacher and which functions as a single unit.

specialize – a person concentrates on one academic area and teaches that area.

supervisory – duties dealing with being in charge of groups of children outside of the classroom.

utilize – to get profit or benefit from by using.

vocation – the function or career toward which one believes her/himself to be called.

Suggested Activities

1. Panel Discussion
   a. College Professor
      Name
      Address
      Phone
      School affiliation

b. High School Counselor
   Name
   Address
   Phone
   School affiliation

c. Elementary Teacher
   Name
   Address
   Phone
   School affiliation

d. Middle School Coach
   Name
   Address
   Phone
   School

e. Administrator
   Name
   Address
   Phone
   School

f. Special Education
   Name
   Address
   Phone
   School

2. Establish a complete school within the classroom. The representatives of the various occupations would then hold a meeting to discuss the school dress code. Each student would express the point of view of the occupations s/he represents.

3. As a follow-up, each student would write out his or her arguments, have them typed, mimeographed and collated for distribution to each participant.

4. Visit within your building with professionals of the students' choice. Students could then see, objectively, how that profession is actually performed and all that it involves.

5. Bulletin-board display showing a schematic of all the personnel concerned with education in the school system.

EDUCATION

Student Resources – Library

World of Work – Readings in Interpersonal Relationships, Webster Division, McGraw Hill

Junior Occupational Briefs, SRA

Career Opportunities, New York Life Insurance Co.

Job Family Services, SRA

Alphabetical File on Occupations

Dictionary of Occupational Titles Occupation File

Library Careers, Clarke 020.69

Find A Career In Education, Boylan 371.1

Careers With Foreign Languages, Cohn 406.9

The Silent Storm, Brown B/M

The Thread That Runs So True, Stuart B/St

Teacher Resources

Same as above

Dictionary of Occupational Titles

List of guest speakers

PROTECTIVE SERVICES

Pre – Post Test

1. List 10 occupations you consider to be a protective service.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. Name five occupations in protective service you feel you may like to work at or learn more about.

_____ _____

_____ _____

_____

3. True or False

_____ Employment in the protective services requires only a high school education.

_____ You may not get a job with a particular protective service because you are either too short or too tall.

_____ All protective-service employees are issued weapons.

_____ You may not be refused a job in protective services because of your sex.

_____ Many protective service employees work long and irregular hours.

_____ Salaries are basically the same in all protective services.

_____ Some protective-service personnel are employed by the State.

PROTECTIVE SERVICES

Related Occupations

1. **Law Enforcement**

    a. **Federal Bureau of Investigation** – involved with violations of federal laws such as bank robberies and kidnappings.

    b. **Security Officers, Guards** – their function is to patrol and inspect property.

    c. **Police Officers** – local government employees who prevent and investigate crimes, and apprehend and aid in the prosecution of offenders.

    d. **State Police** – their main function is to enforce the laws and regulations governing the use of highways.

    e. **Sheriffs and Bailiffs** – enforce the laws and serve the legal processes of the courts.

    f. **Military Service** – concerned with protecting the nation from enemies and maintaining peace and order during times of martial law or civil disobedience.

2. **Inspectors and Investigators** – Primarily concerned with the area of accident prevention.

    a. **Fire Inspector** – inspects buildings for fire safety and prevention equipment for proper functioning.

    b. **Motor Vehicle Inspectors** – inspects automobiles, trucks, buses, and motorcycles to insure the meeting of state safety requirements.

    c. **Milk Sampler** – takes samples of milk from dairy plants and tank trucks and forwards them for laboratory analysis.

3. **Special Services**

    a. **Firefighters** – highly trained to be able to handle any job assigned by a commanding officer at a fire or other emergency.

    b. **Foresters** – among the functions, the forester directs suppression of forest fires and conducts fire prevention programs.

    c. **Lighthouse Keeper** – notifies coast guard of navigation hazards, ships in distress and similar conditions.

Related Vocabulary

accident – a happening that is not expected, foreseen or intended.

analysis – breaking up a whole into parts to determine its nature.

apprehend – to take into custody or arrest.

bureau – a government department or subdivision of a department.

civil disobedience – passive resistance.

enforce – to compel observance of laws and rights of others.

federal – having to do with the central government of the United States.

hazard – risk, peril, danger or jeopardy.

inspect – to look at carefully and examine critically.

investigate – to examine in detail and inquire into systematically.

legal – of, based upon,or authorized by law.

martial law – temporary rule of military authority over civilian population

navigation – science of locating and plotting the course of ships.

offender – a person who breaks laws or infringes on rights.

order – a state of peace and serenity; observance of the law.

patrol – used in guarding or gathering information about an enemy.

peace – freedom from public disturbance or disorder; public security; law and order.

prevent – to stop something from happening before it occurs.

prosecute – to institute or conduct legal proceedings against.

regulation – a rule, ordinance or law by which conduct is regulated.

requirement – something obligatory or demanded.

safety – freedom from danger, injury or damage.

suppression – the deliberate exclusion of an idea, desire or feeling.

violation – infringement or breach of a law or right.

Suggested Activities

1. Visit a Law Enforcement Center in your community.

2. Panel discussion
    a. Park Ranger
        Name
        Address
        Phone
        Location

    b. Firefighter
        Name
        Address
        Phone
        Location

    c. Police Officer
        Name
        Address
        Phone
        Location

    d. Sheriff's Officer
        Name
        Address
        Phone
        Location

    e. State Trooper
        Name
        Address
        Phone
        Location

3. Break students into small groups after panel discussion. Let each group represent the functions of one of the areas from the panel discussion. They will then write out their responsibilities in the event of a forest fire. Discussion, using area maps and other aids, will follow.

4. Activity number three could then be simulated, without actual fire, in the wooded areas near school.

Student Resources – library

World of Work, Readings in Interpersonal Relationships, Webster Division, McGraw Hill

Junior Occupational Briefs, SRA

Career Opportunities, New York Life Insurance Co.

Job Family Series, SRA

Occupational File – Alphabetical

Occupation File: Dictionary of Occupational Titles

Careers in Protective Services, Chamberlin	351.7
Our State Police, Crump	351.7
Troopers All, Flaherty	351.7
Your Future In Law Enforcement, Gammage	351.7
U.S. Border Patrol, Hellyer	351.7
Story of the Scout Service, Kuhn	351.7
The F.B.I., Reynolds	351.7
Smoke Eaters, Colby	352.3
Park Rangers, Colby	353.3
The Real Book About Our Armed Forces, Knight	35.5
The Army, Dougherty	355.1
The Air Force, Landis	358.4
Our Navy, Finger	35.9
The Coast Guard, Paxton	359.9
General Ike, Hatch	B/E
J.Edgar Hoover, Comfort	B/HO
Pilot, LeVur	B/LEV
Frontline General, Archer	B/M
John Muir, Norman	B/Mu
George Patton, Hatch	B/PA
John J. Pershing, Whitehouse	B/PE

Teacher Resources

Same as student

Dictionary of Occupational Titles

List of guest speakers

PUBLIC UTILITIES

Pre – Post Test

1. List five (5) occupations in public utilities.

   _____ _____

   _____ _____

   _____

2. Name three (3) occupations in public utilities you would either like to work at or know more about.

   _____ _____

   _____

3. True or False

   _____An employee at a sewer treatment plant works for a public utility.

   _____Employment in public utilities requires training beyond high school.

   _____The person who reads your water meter is employed by a public utility.

   _____The public utilities are different from each other because they do not need each other's services.

   _____If you stopped using the services of only one public utility in your home, life would become very difficult.

PUBLIC UTILITIES

Related Occupations

Electric Service

Boiler operators – regulate fuel, air and water supply in the boilers and maintain proper steam pressure

Turbine Operators – control the operation of steam- or water-powered turbines which drive the generators.

Load Distributor – controls the flow of electricity throughout the area served by the utility.

Lineworkers – construct and maintain the network of power lines.

Gas Service

Petroleum Geologists – study the surface and sub-surface composition of the earth.

Geophysicist – usually in charge of a seismograph crew.

Petroleum Engineers – concerned with improving gas or oil production.

Gas Plant Operators – occupations concerned with purifying, liquifying, storing, distributing and monitoring gas supplies.

Sanitary Service – may include wastewater handling, garbage pick-up and garbage disposal.

Sewage Disposal – concerned with facilitating flow and treatment of sewage.

Refuse – concerned with collection and incineration of garbage.

Water Systems – concerned with water and waste water.

Ditch Riders – Control irrigation system to convey water to farms: they are responsible for repairs, free flow and computation of quantity of water required.

Watershed Tenders – control of gates, valves and dams to maintain specified water level in reservoir.

Water Treatment Plant – concerned with all phases of making waste water suitable for human consumption.

Related Vocabulary

boiler – a closed vessel, together with a furnace, in which steam is generated for driving engines.

computation – determining an answer by mathematical means.

composition – combination of parts or elements to make a whole.

consumption – the act of using up.

convey – to carry or transport from one place to another.

disposal – the act of getting rid of waste materials.

facilitate – to make easier or less difficult.

flow – to proceed continuously and smoothly.

generator – a machine which converts mechanical energy into electric energy.

incinerate – dispose of refuse by burning.

irrigation – the supplying of land with water from artificial channels.

liquify – to make or become a liquid.

monitor – a device or person used to govern the functioning of a machine.

network – a netlike combination of lines, rails, waterways.

production – act of producing, creating or manufacturing.

purify – to free from anything that debases, pollutes or contaminates.

quantity – a particular, indefinite or considerable amount of anything.

reservoir – a natural or artificial place where water is collected and stored for use.

seismograph – an instrument for recording the phenomena of earthquakes.

system – a combination of things or parts joined together to form a whole.

treatment – a method of handling wastewater to make it fit for human consumption.

turbine – any of a class of hydraulic motors using steam or gas.

utility – a public service, such as gas, electricity, water and transportation.

wastewater – water which, due to previous use, is not fit for consumption.

Suggested Activities

1. Use the Coca-Cola Ecology Kit. Kit contains a magnetic board of a rural area, magnetic cutouts representing public utilities, and directions. The basic game can be expanded to include discussion on construction and maintenance.

2. Bulletin board display showing interdependence of the public utilities.

3. Guest speakers: retired people from our senior citizen developments representing past involvement with public utilities.

4. Students can check and maintain a list of job opportunities listed in the classifieds in the areas of public utilities.

5. A "camera" trip around town to record on film the visible reminders of the utilities, i.e. repair trucks and power lines.

Resources – Student – library

World of Work, Readings in Interpersonal Relationships, Webster Div., McGraw Hill

Junior Occupational Briefs, SRA

Career Opportunities, New York Life Insurance Co.

Job Family Series, SRA

Alphabetical File on Occupations

Occupation File based on Dictionary of Occupational Titles

Your Future In Industrial Engineering

Resources – Teacher

Same as student

Dictionary of Occupational Titles

List of guest speakers

LABOR AFFAIRS

Pre – Post Test

1. List five occupations in the field of Labor Affairs.

   _____ _____ _____

   _____ _____

2. List three occupations in Labor Affairs you might like to work in or know more about.

   _____ _____ _____

3. True or False

   _____School drop-outs may use the services of an employee in the field of Labor Affairs.

   _____Unemployment in the U.S. is at its lowest point in history.

   _____The average American gets a job after he/she is finished his/her education and remains at that job until retirement.

   _____The student taking this test may someday work at an occupation that does not yet exist.

   _____It is possible for seventh graders who meet the requirements to work at a job on school time.

LABOR AFFAIRS

Related Occupations

1. Employment Services

   Manpower Development and Training – provides training for adults and youths to meet shifting labor demands.

   Job Corps – a program of basic education, skill training and useful work experience.

   Neighborhood Youth Corps – provides training, work and income for in- and out-of-school youths who meet the requirements.

   Employment Counselor – helps individuals establish a personally satisfying career goal.

2. Employment Compensation

   Safety engineer – concerned with safe working conditions and human traits which lead to accidents.

3. Labor Standards

   Time Study Engineer – concerned with efficient and economical utilization of personnel and facilities.

   Labor Union Business Agent – deals with relations of the union with public, press and employers.

Related Vocabulary

adult – one who has reached legal age.

basic education – fundamentals of reading, writing and math necessary for succeeding in life.

economical – prudent in planning the disposition of resources so as to avoid waste or unnecessary expense.

efficiency – competency in performance.

employee – a person working for someone else or a business for pay.

human trait – distinguishing feature or quality particular to the human race.

labor – the group of people who do manual work or work for wages, considered as a class of the population.

personnel – a body of persons employed in any work.

public – pertaining to or affecting the people as a whole.

relations – the various connections between people, industries, countries.

skill – the ability that comes from knowledge, practice and attitude.

training – teaching that prepares the student to succeed at certain skills.

youth – one who is not yet legally an adult.

Suggested Activities

1. Guest speaker: Neighborhood Youth Corps.
2. Write to labor union business agents for public relations information published by their unions.
3. Begin a folder of newspaper articles relating to labor affairs.

Resources – Student – library

World of Work, Readings in Interpersonal Relationships, Webster Div., McGraw Hill.

Junior Occupational Briefs, SRA

Career Opportunities, New York Life Insurance Co.

Job Family Series, SRA

Alphabetical File on Occupations

Occupation file based on Dictionary of Occupational Titles

Resources – Teacher

Same as student

Dictionary of Occupational Titles

List of guest speakers

SOCIAL SERVICES

Pre – Post Test

1. List ten (10) occupations that may be considered social services.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____

2. Name five (5) occupations you may like to work in or learn more about.

_____ _____ _____

_____ _____

3. True or False

_____When people cater a party they are performing a social service.

_____A probation officer provides a social service, not a protective one.

_____Social service employees need only a high school diploma.

_____It is a social service when a child is removed from a home of neglectful parents.

_____Many social services are available 24 hours a day.

SOCIAL SERVICES

Related Occupations

Social Workers

Family Service – provide counseling and services that strengthen family life.

Child Welfare – improve the physical and emotional well-being of deprived and troubled children and youths.

Mental Health Workers – psychiatrists, psychologists and psychiatric social workers make up the heart of the mental health team.

Probation and Parole – they counsel persons on probation or parole, may assist them in finding employment and make reports to the court.

Partial List of Occupations

Caseworker

Child Welfare
Family Counselor
Parole Officer
Probation Officer
Medical
Psychiatric
School

Public Housing Advisor

Delinquency Prevention

Related Vocabulary

counseling – advice, opinion or instruction given in directing the judgement of another.

deprived – to be kept from enjoying satisfactory living conditions.

family – parents and their children, whether living together or not.

parole – conditional release of a person from prison.

probation – a method of dealing with young persons guilty of minor crimes or first offenses.

psychiatrist – a medical doctor who deals with mental, emotional, or behavioral disorders.

psychologist – one who is versed in the science of the mind and human nature.

service – an act of helpful activity.

social worker – a person directed toward social betterment in the community.

troubled – disturbed in mind by distress or worry.

well-being:

physical – good or satisfactory condition of the body or environment.

emotional – good or satisfactory condition of one's ability to exercise self-control.

Suggested Activities

1. Write, act out and photograph a silent movie.

   Outline:

   deprived home

   child runs away

   writes letter home

   is caught by police

   turned over to sheriff

   tried and put on probation

   removed from home – placed in foster home

   Health Department condemns parents' home

   parents wind up with family counselor

   parents and child reunited (happy ending)

2. Make posters advertising the occupation of the student's choice.

3. Bulletin board display of newspaper articles dealing with social services

4. Invite speaker from Family Service.

Resources – Student – library

World of Work, Readings in Interpersonal Relationships, Webster Div., McGraw Hill

Junior Occupational Briefs, SRA

Career Opportunities, New York Life Insurance Co.

Job Family Series, SRA

Alphabetical File on Occupations

Occupation file based on Dictionary of Occupational Titles

Careers for Social Scientists, Chamberlin 300.69

So You Want To Be a Social Worker, Perlman 361.069

Resources – Teacher

Same as student

Dictionary of Occupational Titles

List of guest speakers

ADMINISTRATION AND REGULATORY SERVICES

Special Note

This family of occupations refers to the coordinating and directing of the activities of the employees in the other families in this cluster. Attainment of these positions is either through a series of promotions or by appointment of a Governor or President. No pre- or post-test is included here.

Related Occupations

Administration: This group includes administrators who are responsible for directing and coordinating the activities of all branch offices of their division.

Economics: This group includes directors who are responsible for controlling surety bonds, securities, real estate and income tax.

Regulation This group includes directors who head an office that has the responsibility of controlling many areas of public interest.

Partial list of titles

Chief Warden

Commissioner of Conservation of Resources

Commissioner of Public Works

Director of Council on Aging

Director of Division of Financial Responsibility

Director of Vital Statistics

Director of Safety Council

Director of Securities and Real Estate

Federal Aid Coordinator

Industrial Planning Administrator

Postmaster

Welfare Director

Related Vocabulary

administrator – one who directs or manages any office or department.

aged – having existed a long time.

conservation – official supervision of rivers, forests, and natural resources in general.

coordination – bringing various groups into harmony with each other.

disaster – any sudden or great unfortunate event.

division – a major administrative unit.

disbursement – act of distributing or expending money.

finances – the proper management of public revenues

industrial development – pertaining to the inception and control of growth of industries.

municipal – pertaining to the local government of a town or city.

natural resources – wealth of a country measured in land, mines, forests, water and energy resources.

postal – pertaining to handling, processing and delivery of the mails.

revenue – income of a government from taxation, duties, customs or other sources.

safety – insuring against hurt, danger, injury or risk.

security – an evidence of debt or property, such as a bond or stock.

taxes – a payment of money for the use of government or benefit of the public.

uninsured – a driver who carries no insurance against accidents.

welfare – concern for the public in the areas of social security, housing, education and working conditions.

Suggested Activities

Guest speakers: Postmaster, Main Post Office in your community

Retired person who has held administrative responsibilities

Write letters to federal and state commissioners, students' choice, requesting information on the functioning of their office.

PERSONAL SERVICES

Introduction

As our economy has grown, so has our demand for personal services. This is basically a person-to-person service which employs machinery incidentally. Modern technology will have to take many giant leaps before the personal-service industry becomes automated.

This group includes occupations concerned with duties in private homes such as cleaning, making beds, caring for children and preparing meals, as well as some services which can only be provided outside of the home.

Objectives

1. To make the students aware of the variety of occupations that are personal services.

2. To give the students a general awareness of the training needed in personal services.

3. To make the students aware of the local demand for and supply of services.

4. To have the students examine some of the generalizations and prejudices that are attached to certain personal services.

DOMESTIC SERVICE

Pre – Post Test

1. List five occupations considered domestic service.

   _____ _____ _____

   _____ _____ _____

2. List three occupations in domestic service you may like to work at or learn more about.

   _____ _____ _____

DOMESTIC SERVICE

Related Occupations

Butler – may perform some personal services but usually is in charge of other household employees.

Chauffeur – not only drives the employer's automobile but is responsible for maintaining it.

Day Workers – perform duties in private homes such as cleaning, making beds, caring for children and cooking.

Gardener – utility person employed to keep the grounds in orderly condition.

Housekeeper – concerned with the more laborious household tasks.

Maid – may perform a combination of duties in keeping a private home clean and orderly and in rendering personal services to family members.

Valet – performs many personal services to employer such as tending clothing and driving the car.

Related Vocabulary

diet – what a person usually eats or drinks; daily fare.

domestic – a person employed in a home; having to do with the home.

employed – engaged in services or labor for hire.

household – the home and its affairs.

laborious – involving or calling for much hard work.

managing – the act or art of handling, controlling or directing.

render – to do.

utility – the quality or property of being useful.

Related Activities

1. Set up a family situation and have the students write and act out a play including day workers, housekeeper, gardener, maid, butler, valet and chauffeur.

2. Run a daily check for a two-week period of the classifieds to determine local demand for domestic services. A simple running count can be maintained. At the end of the two weeks all the information can be combined. A brief written analysis can then be made.

3. A bulletin board display can be made of the related occupations and their responsibilities, seeing that their roles are clear-cut and not overlapping.

4. A library period can be scheduled so the students can research and make copies of pictures depicting the dress considered appropriate for household personnel.

5. A local landscaper may be brought in to discuss why people use his/her services instead of hiring a private gardener.

Resources – Student

World of Work, Readings in Interpersonal Relationships, Webster Div., McGraw-Hill

Junior Occupational Briefs, SRA

Career Opportunities, New York Life Insurance Co.,

Alphabetical File on Occupations

Job Family Series, SRA

Occupational File based on Dictonary of Occupations Titles

Resources – Teacher

Same as above

Dictionary of Occupational Titles

BARBERING, COSMETOLOGY AND RELATED SERVICES

Pre – Post Test

1. List five occupations in this family.

   _____ _____ _____

   _____ _____

2. List three occupations you may like to work at or learn more about.

   _____ _____ _____

3. True or False

   _____Certain occupations in this family must be licensed.

   _____No special training after high school is needed for any jobs in this family.

   _____Most of these services may be performed in your home as well as in a place of business.

Related Occupations

Barber – cuts and shapes the hair and mustaches, shaves whiskers, gives facial massage, shampoo and scalp treatment.

Cosmetologist – may be designated according to beauty service provided, as Facial Operator, Finger Waver, Hair Tinter, Marceller, Permanent Waver or Shampooer.

Cremator – tends retort furnace that cremates human bodies.

Embalmer – prepares bodies for interment in conformity with legal requirements.

Funeral Attendant – performs many tasks during a funeral.

Hair Stylist – dresses hair according to latest style, period or customer preference; may create a new style especially for the patron.

Manicurist – concerned with cleaning, shaping and polishing fingernails.

Masseurs – massages customers and administer other body conditioning treatments.

Tattoo Artist – uses a needled electric tool to color the skin with a decorative or ornamental design.

Related Vocabulary

cremate – to burn a dead body to ashes.

dress – to arrange or do up, as hair.

embalm – to keep a dead body from decaying by treating it with various chemicals.

facial – a treatment for the skin of the face.

interment – a burial.

legal – based upon or authorized by law.

massage – a rubbing or kneading of a part of the body, usually with the hands.

preference – one's choice.

retort furnace – a furnace in which bodies are decomposed by heat.

scalp – the skin on the top and back of the head.

shape – to arrange, fashion or design in a definite form.

style – the way in which people prefer to have their hair done.

tattoo – to make marks or designs on the skin by puncturing it.

treatment – applying customary materials and techniques of manipulation.

Activities

1. Check the Yellow Pages in the local Directory for the number of establishments in this field. This should help point out the demand for the service as well as the supply.

2. Guest Speakers: a high school student, preferably a senior, who is completing Beauty Culture courses.

   Hair stylist. Discussion should center around the change in attitude toward hair styling.

   Cosmetologist from a Cosmetic Studio to demonstrate care and cleansing of skin as well as basic application of make-up.

Resources – Student

World of Work, Reading in Interpersonal Relationships, Webster Div., McGraw–Hill

Junior Occupational Briefs, SRA

Career Opportunities, New York Life Insurance

Job Family Series, SRA

Alphabetical File on Occupations

Occupational File based on Dictionary of Occupational Titles

Your Future in Beauty Culture, Gelb 646.7

Resources – Teacher

Same as above

Dictionary of Occupational Titles

DRY CLEANING, LAUNDRY AND APPAREL SERVICES

Pre – Post Test

1. Name five occupations in this family.

   _____ _____ _____

   _____ _____

2. Name three occupations you may like to work at or learn more about.

   _____ _____ _____

3. True or False

   _____Some clothing *must* be dry cleaned; it should not be laundered.

   _____It is less expensive to use a laundromat than to wash and dry clothes at home.

   _____Wash and wear clothes should be dry cleaned.

   _____Some laundries provide home pick-up and delivery.

Related Occupations

Apparel Services

Shoe Dyer – dyes or tints shoes in shoe-repair shops.

Shoe Repairer – repairs or refinishes shoes.

Hatter – cleans, blocks, trims and makes minor repairs on hats.

Reweaver – weaves threads or patches to repair holes, tears or wear spots.

Bootblack – cleans and polishes footwear.

Tailor – makes and repairs tailored garments such as suits, topcoats, dresses.

Furniture Cleaner – cleans furniture in plants or in the home.

Dry Cleaning Operations

Spotter – identifies stains and applies chemicals to remove them.

Dry Cleaner – operates the dry cleaning machines.

Hand Dry Cleaner – cleans by hand items too delicate to do by machine.

Laundry Operations

Laundry Supervisor – supervises activities of other workers in receiving, marking, washing and ironing.

Flatwork Tier – this person folds, stacks and wraps ironed flatwork.

Classifier – sorts incoming laundry into flatwork, starchwork and colored pieces.

Rug Cleaner – operates a machine which soaps, scrubs, rinses and partly dries rugs.

Carding Machine Operator – operates a machine which brushes and raises the nap on blankets.

Laundryperson – tends the washing machines.

Pressing Occupations

Silk Finisher – uses hot-head press, steamtable, puff irons and hand irons.

All-around Presser – operates a steam pressing machine or hand iron; usually works in a small establishment.

Blocker – shapes knitted garments after cleaning.

Flatwork Finisher – presses flatwork such as household linens, sheets, pillowcases.

Related Vocabulary

block – a mold upon which things are shaped.

chemical – any substance used to bring about changes in other substances.

delicate – easily damaged.

design – the arrangement of parts, details, forms and color so as to produce a complete effect.

establishment – a place of business.

flatwork – laundered articles such as sheets that can be pressed quickly.

hot-head – a type of ironing machine.

nap – the downy or hairy surface of cloth formed by short hairs or fibers.

puff iron – a type of ironing machine.

stain – a soiled spot on a garment.

starch – a powder used in water to stiffen cloth fabrics.

supervise – to oversee or direct work.

tint – to color by dipping.

weave – to repair a fabric by interlacing threads or yarns.

Activities

1. Have the class members assume the roles of laundry personnel. The desks can be quickly rearranged and utilized as tables, machines, ironing boards. Have them pantomime an imaginary scene, starting with the customer coming in the door with a sack of laundry and leaving with a clean pile of clothes. Since many of the functions are done in a mechanical fashion, you may wish to have them do it in a robotlike manner to emphasize the routine nature of the work.

2. Small group trip to a local laundry and drycleaners.

3. Guest speaker: any of the grade 8 science teachers to discuss how various chemicals work on stains.

4. Have the students construct a brief survey form to use on parents and neighbors regarding use and availability of:
   a. laundry operations
   b. dry cleaning operations
   c. apparel services

If enough responses are gathered, a brief and simple statistical analysis can be done to determine supply and demand as well as the likelihood of the success of such operations locally.

Resources – Student

World of Work, Readings in Interpersonal Relationships, Webster Div., McGraw-Hill

Junior Occupational Briefs, SRA

Career Opportunities, New York Life Insurance Co.

Job Family Series, SRA

Alphabetical File on Occupations

Occupations File based on Dictionary of Occupational Titles

Resources – Teacher

Same as above

Dictionary of Occupational Titles

STEWARDS, ATTENDANTS, AND HOSTS/HOSTESSES

Pre – Post Test

This family is treated very lightly here, with no test and no activities. The majority of the occupations that could appear here are found in the Hospitality and Recreation cluster.

Related Occupations

Chaperone – accompanies minors on trips or other functions, such as dances.

Escort – acts as a social partner for a person of the opposite sex to attend social functions.

Pageperson – conducts visitors on tours of radio and television stations.

Porter – keeps the premises of commercial establishments or apartment houses clean and orderly.

Many other services of this nature are explained under Hospitality, Recreation and Transportation.

Related Vocabulary

accompany – to go with or to attend.

commercial – of or connected with the buying and selling of goods or services.

minor – under the full legal age of 18.

premises – a piece of real estate such as a house or building.

social partner – one who acts as a date or escort.

tour – a trip through an establishment for the purpose of learning about the establishment.

Activities

This family is treated very briefly in this cluster. Most of the occupations and activities are to be found in the Hospitality and Recreation cluster.

Resources – Student

World of Work, Readings in Interpersonal Relationships, Webster Div., McGraw-Hill

Junior Occupational Briefs, SRA

Career Opportunities, New York Life Insurance Co.

Job Family Series, SRA

Alphabetical File on Occupations

Occupations File based on Dictionary of Occupational Titles

Resources – Teacher

Same as above

Dictionary of Occupational Titles

DOMESTIC ANIMAL CARE

Pre – Post Test

1. List five occupations in this family

_____ _____ _____

_____ _____

2. List three you would like to work at or learn more about.

_____ _____ _____

3. True or False

_____Blacksmiths, or horseshoers, are in great demand and are well paid.

_____Pet owners may send their pets to special shops to have them washed.

_____Although a horse may be expensive to buy, it is not expensive to keep and feed him in a private stable.

_____A pet shop attendant must spend much time caring for the pets.

DOMESTIC ANIMAL CARE

Related Occupations

Dog Groomer – may wash dogs, brush them, dry them, trim and shape hair and nails.

Dog Trainer – trains dogs to perform tricks, hunt, track, obey and protect property.

Horsehoer – concerned with making, fitting and nailing horseshoes.

Horse Trainer – trains horses to perform tricks, follow routines or compete at horse shows.

Kennelperson – attends to dogs kept in kennels.

Pet Shop Attendant – cares for animals in a pet shop so as to maintain their health and appearance.

Stableperson – cares for horses and mules while they are in a stable, so as to maintain their health and appearance.

Activities

1. Guest speaker: doctor from local animal hospital.
2. Check classifieds for one week and cut out ads for animal grooming, pet shops, animal trainers, for bulletin-board displays.
3. Short trip to one of the local stables to see how horses are groomed and cared for.
4. Each year several of our seventh and eighth grade students win awards in the local horse show. These students can be used to form a panel discussion.
5. A pet show can be held at school with student-made rules, student judges and student-made awards.

Resources – Student

World of Work, Readings in Interpersonal Relationships, Webster Div., McGraw-Hill.

Junior Occupational Briefs, SRA

Career Opportunities. New York Life Insurance Co.

Job Family Series, SRA

Alphabetical File on Occupations

Occupations File based on Dictionary of Occupational Titles

Resources – Teacher

Same as above

Dictionary of Occupational Titles

HOSPITALITY AND RECREATION

Introduction

With the shortening work week, many people have more time for relaxation and leisure activities. This has given rise to a new and growing field of jobs in the area of Recreation and Tourism.

The term "hospitality" is meant to include those jobs which aid individuals or groups in making the actual plans for a vacation and/or tour and involves all transportation personnel who have contact with the passenger or tourist.

"Recreation" covers all jobs concerned with entertaining or amusing.

Travel bureaus and travel agencies provide the same basic services. Bureaus and agencies differ in that the former simply provide information about a designated area, such as a city, an area encompassing several cities, or even several states, in an attempt to promote good will. The latter not only provides information but also recommends and informs the public of tours and accommodations that they can arrange for them.

Cluster Objectives

To increase student and teacher awareness of the many jobs in the vast area of Recreation and Hospitality.

To provide guest speakers and field trips in the area of Recreation and Hospitality.

To provide "hands on" exploratory experiences which are related to jobs in this cluster.

TRAVEL BUREAUS AND AGENCIES

Pre – Post Test

I. List 5 occupations in the area of travel.

1.

2.

3.

4.

5.

II. List 3 occupations and give the educational requirements and/or training for each.

1.

2.

3.

III. True or False

_____1. A travel counselor plans trips for members of automobile clubs.

_____2. A lodging-facilities attendant could be employed by a hotel, motel, resort, or camp.

_____3. A travel-accommodation appraiser rates tourists on cleanliness and manners.

_____4. A travel agent sells the services of the railroad, bus lines, resorts, airlines and steamships.

_____5. Travel agencies charge a 15% service charge for the use of their services.

IV. Matching

_____ 1.	fringe benefits	a. tips for waiters, bellmen, maids.
_____ 2.	clientele	b. those cities at which a ship will dock during a cruise.
_____ 3.	departure time	c. describing a ticket which will get the passenger to his/her destination and back again.
_____ 4.	stand-by	d. rewards to employees in addition to money income for their job.
_____ 5.	held over	e. a group or body of patrons of a shop, motel, or restaurant.
_____ 6.	American Plan	f. the deadline time when a guest must leave his/her room if not staying another day.
_____ 7.	non-stop	g. the planned route of one's trip.
_____ 8.	gratuities	h. a food plan purchased at a hotel or motel at a special rate which includes breakfast and dinner daily.
_____ 9.	round trip	i. time at which a plane or bus is due to leave.
_____ 10.	check-out time	j. a flight which flies directly from airport to destination.
_____ 11.	ports-of-call	k. having to remain in an airport for a number of hours as a result of mechanical or atmospheric difficulties.
_____ 12.	itinerary	l. waiting for a seat on a plane at a reduced rate.

Key – Travel Bureaus and Agencies

True or False

1. true
2. true
3. false
4. true
5. false

Matching

1. d
2. e
3. i
4. l
5. k
6. h
7. j
8. a
9. c
10. f
11. b
12. g

TRAVEL BUREAUS AND AGENCIES

Learning Activities

1. Guest speaker: invite a travel agent to speak to the class.

2. Secure 5 or 6 outdated Official Airline Guides from local travel agencies. Briefly explain the codes, abbreviations, and reference marks.

   In work groups of 3 or 4, students will plan the following:

   a. A man wants to travel to Chicago from Philadelphia for a meeting on Monday morning at 9:30 a.m. The meeting will be over at 5:00 p.m. and he would like to get back to Philadelphia that same evening. Arrange his flight schedule using the pages or guides provided. (Meeting will be held in downtown Chicago.)

   b. Determine the travel time on the following non-stop flights:

      New York to Los Angeles lv. 9:00 a.m. – arr: 11:50 a.m.
      Los Angeles to New York lv. 9:00 a.m. – arr: 5:45 p.m.

      Explain the difference in apparent flight times.

   c. Three corporate executives must be at a meeting in Denver at 2:00 p.m. on Tuesday. Company rules forbid them to travel on the same plane, but each wants to get to the meeting around the same time so they can get together at 1:00 p.m. for a strategy session. If the corporation is in the New York City area, plan their flights accordingly.

   d. United Flight #855 leaves Newark at 11:00 a.m. and arrives in Denver at 1:00 p.m. What classes of service are offered on this flight? What meals are served? Is the flight a daily flight? What type of aircraft is used?

3. Obtain bus schedules and rate tables from the local bus terminal. Have each student plan a bus trip for his/her family and calculate the total cost, time involved, and best route. Determine whether or not there is a cheaper or more convenient means of making the trip.

TRAVEL BUREAUS AND AGENCIES

Related Vocabulary

accommodations – the services provided to make guests or travelers comfortable.

American Plan – a food plan purchased at a hotel or motel at a special rate. Usually includes breakfast and dinner daily at the hotel.

check-out time – the deadline time when a guest must leave his/her room and take his/her belongings if he/she is not staying another day.

clientele – a group or body of patrons of a shop, motel, or restaurant.

cruise – a trip aboard a ship for pleasure. Most of the time is spent on the sea; however the ship usually docks at specific ports as part of its itinerary.

customs – a building where taxes are paid on exported or imported goods and vessels are entered and cleared.

departure time – time at which a flight, bus, or train is due to leave.

destination – place one wishes to reach.

duty – tax one must pay on items one brings back from another country.

ferry – a boat which transports people and things across a river.

fringe benefits – rewards to employees in addition to money income for their job.

gratuities – tips for waiters, bellmen, maids, etc.

hospitality – the practice of entertaining guests with kindness.

held over – having to remain in an airport for a number of hours as a result of mechanical or atmospheric difficulties.

itinerary – the planned route of one's trip.

non-stop – a flight which flies directly from airport to destination without any stops in between.

passport – a license to leave the country and travel abroad.

"ports of call" – those cities at which a ship will dock during a cruise.

rates – cost for using the facility for a given period of time.

register – to enroll one's name in a hotel or motel book, known as the register.

reservation – a place held for someone who has called ahead of time to secure it.

round trip – describing a ticket which will get the passenger to his/her destination and back again.

route – path a traveler will take to get to his/her destination.

steward – one who arranges for the comfort of passengers on a ship.

stand-by – waiting for a seat on a plane which is not filled, for a lesser price. Usually only offered to students or servicepersons.

tips – gifts of money given to service employees for services rendered.

tour – a journey or trip for pleasure.

vacancy – space available.

visa – an endorsement on a passport showing that it has been examined and granting entry into a foreign country.

Related Occupations

Artist – Paints and/or draws scenic landscapes, still life, abstract and similar designs for travel brochures, manuals, guides, etc.

Information Clerk – Provides travel information for bus or train patrons; answers inquires regarding departures or arrivals, stops, and destinations of scheduled buses or trains. Describes routes, services and accommodations available. Furnishes patrons with timetable and travel literature. May compute cost of fare. May also serve as telephone operator or typist.

Librarian – Keeps library of travel bureau or agency brochures, pamphlets, manuals, maps, etc. Locates and/or sends travel information upon request. May also serve as information clerk, typist, telephone operator.

Lodging Facilities Attendant – Performs various clerical, housekeeping and maintenance duties at a tourist camp, motel, trailer park, vacation resort, or lodge. Gives information to guests concerning services and facilities available. Registers guests, assigns cabins, rooms, or trailer spaces, and collects rents.

Photographer – Photographs scenic landscapes, animals, etc., to include in travel bureau or agency brochures, manuals, guides, to illustrate scenic views.

Public Relations Person – Plans and conducts public relations programs designed to procure publicity for travel bureaus through magazines, newspapers, radio and television. Writes scripts, assigns and approves art work and participates in community and civic programs.

Ticket Clerk or Agent – Sells tickets for transportation agencies, such as airlines, bus companies other than city buses, railroads other than street railways, and steamship lines. Plans routes and computes ticket costs. Answers

inquires regarding schedules and accommodations. May check baggage and direct passenger to designated concourse, pier or track. May make public-address announcements of arrivals and departures.

Travel-Accommodations Appraiser – Inspects and rates hotels, motels, restaurants and resorts for cleanliness, quality of service, type of accommodations provided, rates charged and related factors, and classifies each establishment according to travel accommodation standards, such as are used by the American Automobile Association. May sell advertising space in publication. May also be called Touring Reporter or Travel-Guide Representative.

Travel Agent – Sells the service of railroads, buslines, airlines, steamships, sightseeing companies, hotels, resorts, camps, and the larger agents (travel wholesalers) directly to the public. Keeps accounts of tours, etc. provided by transportation companies and advertises accordingly. May plan trips and arrange accommodations.

Travel Clerk – Plans itinerary and schedules travel accommodations for military and government personnel and their dependants according to their travel orders, using knowledge of routes, types of carriers, and travel regulations. Verifies travel orders to insure authorization. Aids personnel to complete travel forms and other business transactions pertaining to travel.

Travel Counselor – Plans trips for members of automobile clubs. Marks suitable roads and possible detours on road map, showing route from point of origin to destination and return. Indicates points of interest, restaurants, hotels, or other housing accommodations and emergency repair services available during trip. Reserves hotel, motel or resort accommodation. Calculates mileage and estimates expenses. Consults hotel directories, road maps, circulars, time tables, and other sources to obtain current information.

Transportation Clerk – Provides travel information and arranges accommodations for tourists. Answers inquires, offers suggestions and provides descriptive literature pertaining to trips, excursions and entertainment features, such as sports events, concerts, and plays. Verifies arrival and departure times, traces routes on maps and arranges for baggage handling and other services requested by guests. May purchase tickets and arrange for visas and other documents required by foreign travelers. May contact individuals and groups to sell package tours on own initiative.

Writer – Prepares manuals, brochures, in clear, concise language to provide tourist information about area to be toured.

Resources

Books

Leeming, *Jobs That Take You Places* 371.42
S.R.A., *A Handbook of Job Facts* 371.42

Pamphlets

Dictionary of Occupational Titles Vertical File

Travel Agent 1 - 18.42
Ticket Agents 1 - 44

TRANSPORTATION HOSPITALITY

Pre – Post Test

I. List 5 occupations in the area of transportation hospitality.

1.
2.
3.
4.
5.

II. List 3 jobs and give the educational requirements and/or training for each.

1.
2.
3.

III. Matching

_____ 1.	descent	a. act of voiding reservations previously made.
_____ 2.	tour	b. an observation platform above the deck of a ship.
_____ 3.	visa	c. the front of a ship.
_____ 4.	duty	d. to descend into the lower level of a ship.
_____ 5.	hospitality	e. an endorsement on a passport granting entry into a foreign country.
_____ 6.	starboard	f. to skim on the ground in an airplane in order to get a right starting point in an ascent.
_____ 7.	"to go below"	g. the left side of a ship when facing the bow.
_____ 8.	cancellation	h. the right side of a ship when facing the bow.
_____ 9.	port	i. a planned journey for pleasure.
_____ 10.	bow	j. the practice of entertaining guests with kindness.
_____ 11.	taxi	k. tax one must pay on goods brought into the country.
_____ 12.	bridge	l. the downward movement of a plane as it prepares to land.

Key – Transportation Hospitality

Matching

1. l
2. i
3. e
4. k
5. j
6. h
7. d
8. a
9. g
10. c
11. f
12. b

TRANSPORTATION HOSPITALITY

Learning Activities

1. Guest speaker: Have an Airline Stewardess visit the class.

2. Field trip: Arrange to visit aboard a steamship. Concentrate on all the jobs on one ship.

Related Vocabulary

airline hostess – synonymous with stewardess. who assists and services passengers during a flight.

bow – the front of a ship.

bridge – an observation platform above the deck of a ship.

cancellation – act of voiding reservations previously made.

deck – the plank flooring of a ship.

descent – the downward movement of a plane as it drops altitude and prepares to land.

duty – tax one must pay on goods brought back into the country.

first-class section – that section of a plane or other facility which costs more and provides more in terms of comfort and service.

hospitality – the practice of entertaining guest with kindness.

immigration procedure – those procedures connected with entering into a new country of residence.

port – a harbor. Also the left side of a ship as you face the bow.

refund – money given back to a passenger.

seat belts – safety device on an airplane required to be fastened during takeoff and landing.

starboard – the right side of a ship as you face the bow.

taxi – to skim on the ground in an airplane, in order to get a right starting point for ascending, or a proper landing place after descending.

"to go below" – to descend into the lower level of a ship.

tour – a planned journey or trip for pleasure.

visa – an endorsement on a passport granting entry into a foreign country.

Related Occupations

Airline Steward – Renders a variety of personal services conducive to safety and comfort of airline passengers during flight. Greets passengers, verifies tickets, records destinations and assigns seats. Explains use of safety equipment, serves meals and beverages, and answers questions. Performs personal services such as distributing reading material, points out places of interest and issues drugs to relieve air sickness and insomnia.

Passenger Agents and Clerks – Distribute company literature, notify travel-information organizations of all changes in rates, schedules, equipment, and accommodations. Must handle the vast clerical job of issuing tickets, collecting money, assigning space, giving refunds, making cancellations, and adjusting complaints.

Purser – Supervises and coordinates activities of workers aboard ship concerned with shipboard business functions and social activities for passengers; prepares shipping articles and signs on crew. Maintains payroll records and pays off crews at completion of voyage. Assists passengers in preparing for customs and immigration procedures. Arranges for travel and scenic tours at ports of call. Provides banking services and safe-keeping of valuables. Plans and conducts games and parties, may conduct religious services, and provides first aid for passengers and crew.

Steward (deck) – Arranges for comfort of passengers on deck, provides bridge table, sets up chairs, arranges cushions, blankets, and pillows, and generally caters to the needs of the traveler.

Tour Conductor – Points out historical or scenic locations to tourists, gives background of area, and answers questions.

Tour Director – Accompanies touring group on trip, provides information to tourists, and arranges for emergency return flights, etc.

Tourist Recreation Director or Supervisor – Directs or supervises recreation personnel on board ship and at destination.

Resources

Books

Engeman, *Airline Stewardess* 387.7

Pamphlets

Dictionary of Occupational Titles Vertical File
Hostesses and Stewards, 2-25.30

ANIMALS AND ENTERTAINMENT

Pre – Post Test

I. List 5 occupations in the area of animals and entertainment.

1.

2.

3.

4.

5.

II. List 3 occupations from those above and give the educational requirements and/or training needed for each.

1.

2.

3.

III. Matching

_____ 1. hurdle	a. one who rides horses at a racetrack.
_____ 2. tout	b. a horse that runs well in mud.
_____ 3. clocker	c. a male horse kept for breeding.
_____ 4. flat	d. one who times a racehorse during workouts.
_____ 5. groom	e. a fence or barrier to be leaped over in a steeplechase
_____ 6. stallion	f. a person who runs bets at a racetrack.
_____ 7. marine mammals	g. one who takes care of and feeds horses.
_____ 8. Preakness	h. a two-wheeled cart pulled by a horse in harness.
_____ 9. philly	i. a major race.
_____ 10. mudder	j. porpoise, sea-lion, whale
_____ 11. sulky	k. horse race on flat ground with a mounted jockey.
_____ 12. jockey	l. a young female horse.

Key – Animals and Entertainment

Matching:

1. E
2. F
3. D
4.
5. G
6. C
7. J
8. I
9. L
10. B
11. H
12. A

Learning Activities

1. Field trip: have class visit a local horse-training farm and view the jobs and techniques in action.
2. Invite a jockey from one of the local racetracks to speak to the class.
3. Visit a local dog kennel
4. Additional field trip – to an animal safari

Related Vocabulary

clocker – clocks or times racehorses at racetrack during morning workouts to obtain speed information

flat – horses racing on flat ground, mounted with a jockey

groom – one who takes care of and feeds horses

hurdle – a fence or barrier to be leaped over in a horse race known as a steeplechase

jockey – one who rides horses at the racetrack

mammal – warm-blooded animals, who give live birth and nurse their own young

mare – an older female horse

marine mammals – whales, porpoises, sea lions

mudder – a horse that runs well in mud

philly – a young female horse

Preakness – major race

stallion – a male horse kept for breeding

stride – a long step

studhorse – a stallion

sulky – a two-wheeled cart pulled by a horse in harness

tout – a person who runs bets at a racetrack

trainer – one who trains an animal for racing or performing

trot – the pace of a horse, a little faster than a walk

trotters – horses racing in a cart-drawn race

Related Occupations

Animal Keeper – Feeds, waters, and cleans quarters of animals and birds in zoo, circus or menagerie. Observes and reports sick animals and birds. May prepare food, bathe and groom animals. May answer questions of visitors.

Clocker – Clocks or times racehorses at racetrack during morning workouts to obtain speed information; identifies each horse on track by its particular identifying marks and color; records name. Observes horse during workout and assigns speed rating according to distance run, time required, and effort extended by horse and rider. Records information and submits it to track management.

Dog Trainer – Trains dogs to perform tricks, hunt, track, obey, protect life and property, run races, or lead blind, evaluating behavior and performance of each dog. Studies characteristics of each breed to learn how dogs should be handled and to detect signs of sickness. Teaches dogs to perform tricks or duties by verbal command or signals. Rehearses dogs, according to script, for motion picture or T.V. film.

Equestrian – Entertains audience by riding horses at circus, carnival, exhibition, or horse show, performing acrobatic stunts on saddleless horse or feats of equestrian skill and daring.

Horse Exerciser – Rides racehorse to exercise and condition it for racing according to specific instructions from horse trainer. Informs horse trainer of peculiarities of horse observed while riding, such as dislike of whip or shyness at track rail, so changes can be made in riding equipment.

Horse-Race Timer – Clocks and records time required for horse leading in race to run specified distance: starts stop-watch as race begins, clocks leading horse as it runs various fractions of race, and stops watch when leading horse crosses finish line. Compares stop-watch reading with readings of electric timer and reports significant differences to steward.

Horse-Race Starter – Determines sequence of entry of horses into starting gate at racetrack and gives directions to jockeys and other track personnel in getting horses into position. Signals jockeys and other track personnel when ready for starting race to insure all horses an even break from gate. Presses starter button that opens gate and releases horses. May recommend removal of horse from race when horse appears unfit for racing.

Horse Trainer – May train horses for racing or to perform tricks for circus or stage. Supervises and directs workers engaged in feeding, exercising and general care of horses. In training horses for racing he follows plans adapted to the peculiarity of each horse. Familiarizes horses with racetrack starting devices, harness, bridle, saddles, and other riding equipment.

Jockey – Rides racehorse at racetrack. Receives riding instructions from trainer before race. Rides horse from starting gate to finish line, analyzing ability and peculiarities of his/her and other horses to determine how he/she should ride.

Jockey-Room Custodian – Insures that jockeys scheduled to ride are present in jockey room at racetrack and that their dress and riding equipment meet track specifications. Notifies jockeys when to dress. Maintains order in jockey room. Examines lead pads to determine that they meet track specifications. Gives directions to workers to clean jockey room.

Jockey Valet – Assists jockey to dress for race at racetrack: inserts lead bars into saddle so that jockey will fulfill weight requirements. Carries saddle from track room to paddock. Places saddle, saddle number and lead pad on horse; assists jockey to mount horse. Returns tack to jockey room after race.

Marine-Mammal Handler – Signals or cues trained marine mammals to perform tricks for display in sea circus. Rehearses systematically to establish rapport with mammals and to acquire skills needed for effective performance. Participates in performance primarily to guide mammals through their act.

Marine-Mammal Trainer – Trains marine mammals, such as whales, porpoises, and sea lions, to perform tricks for display in sea circus. Observes mammals for temperament, habits, behavior, and other factors, to evaluate its educability and aptitude for training. Supervises and trains staff in guiding mammals through performance.

Patrol Judge – Watches horseraces at racetrack to detect infractions of racing rules and resolve claims of fouls committed. Is one of several judges, each of whom observes race from different location around the track.

Racetrack Steward – Coordinates activities of racetrack personnel and negotiates with other track officials and State Racing Commission to interpret and enforce racing rules and regulations. Approves or disapproves requests for equipment changes on horses by owners and horse trainers. Determines, jointly with other track officials, violations and penalties. Supervises all employees of track engaged in conducting races.

Sulky Driver – Participates in harness race by riding in horse-drawn, two-wheel sulky, guiding horse with reins and tightening or slackening reins to control speed.

Wild-Animal Trainer – Trains wild animals, such as lions, tigers, bears, and elephants, to perform tricks for entertainment of audience at circus or other exhibition. Evaluates ability, behavior and performance of each animal. Originates acts based on performance of animals.

GROUP RECREATION

Pre – Post Test

I. List 5 occupations in the area of group recreation.

1.
2.
3.
4.
5.

II. List 3 jobs and give the training and/or educational requirements for each.

1.
2.
3.

III. True or False

_____1. All occupations in the area of Group Recreation require a degree in physical education.

_____2. A caddie is an usher in a movie theater.

_____3. An automobile racer must hold a mechanic's license.

_____4. An iceman sells refreshments at a skating rink.

_____5. A camp counselor has a degree, or is working towards a degree, in counseling.

IV. Matching

_____ 1. pull	a. a rescue tool worn by lifeguards during a rescue attempt.
_____ 2. high tide	b. a warning yelled to a skier in front of you, that indicates you are having difficulty in avoiding hitting him.
_____ 3. green	c. is a current in the ocean water which pulls bathers away from the shore.
_____ 4. snow-ploughing	d. when the ocean waves are at their lowest, and breaking far off the beach.
_____ 5. kindling	e. a team of life guards rescuing someone from the water.
_____ 6. fall line	f. putting weight on the inside of feet for the purpose of slowing down.
_____ 7. run	g. when the ocean waves are at their highest and breaking close to the beach.
_____ 8. low tide	h. dry tree branches used to get a fire going.
_____ 9. track	i. the smooth grassy area around the holes on the golf course.
_____ 10. buoy belt	j. the shortest distance down a hill.

Key – Group Recreation

III True or False

1. false
2. false
3. false
4. false
5. false
6. false

IV. Matching

1. E
2. G
3. I
4. F
5. H
6. J
7. C
8. D
9. B
10. A

GROUP RECREATION

Learning Activities

1. Guest speaker – invite someone from the local recreation department to speak to the class about the various occupations in public recreation.
2. Have the class plan a week's program for a public playground whose age limits are 7-16 years.
3. Guest speaker – invite a lifeguard to speak to the class.
4. Have students do a bulletin board on jobs connected with group recreation.

Related Vocabulary

ace – in golf, a hole in one.

barber – in golf, a player who talks too much.

buoy belt – a rescue tool worn by lifeguards during rescue attempt.

caddie – a person who accompanies a golfer and carries clubs and equipment at a golf course.

fairway – in golf the course between the teeing ground and the putting green, exclusive of hazards.

fall line – in skiing, the shortest distance down a hill.

fuel – large pieces of wood used to maintain a fire once it has taken hold.

green – the smooth grassy area around the holes of a golf course.

high tide – when the ocean waves are at the highest point and breaking closest to the beach.

home – in golf, the green.

kindling – dead tree branches used with tinder to get a fire going.

lift – a machine that transports skiers to the top of a slope for skiing.

low tide – when the ocean waves are at their lowest and breaking far off the beach.

mogul – in skiing, mound of snow created by skiers turning in the same spot where the terrain is steep and snow is deep.

nature walk – taking a group into the woods to observe particular elements of nature.

par – in golf, the standard score for a hole.

pull – a team of lifeguards rescuing someone from the water.

run – a current in the ocean water which pulls bathers away from the shore.

sitzmark – a hole left in the snow by a skier who has fallen.

slopes – the hills of snow at ski areas

snow-ploughing – a term used to explain the technique of skiing in which the body's weight is put on the inside of one's feet for the purpose of slowing down.

tinder – small light, dry pieces of anything, used to start a fire.

track – in skiing, a warning to a skier in front of you that you are about to have difficulty in avoiding hitting him/her.

Related Occupations

Amusement and Recreation Service Occupations – includes occupations concerned with amusement and recreation services such as ticket dispenser, hostess, batboy/girl.

Amusement Device and Concession Attendant – operating games of chance or rides.

Attendant at Golf Course, Skating Rink, Tennis Court – includes occupations concerned with starting players on golf courses, assigning tennis courts.

Automobile Racer – Drives racing car in competition road races. Drives car over track when race is to be run to familiarize self with course. May perform work on car. Participates in speed and elimination trial races to qualify car for race.

Camp Counselor – directs recreational and avocational activities of children or adults at vacation or work camp. Safeguards health of campers. Maintains discipline and otherwise guides campers.

Circus and Carnival Jobs – all of those jobs common to a circus, such as circus foreman, laborer, clown, comedian, ring master, stunt man, astrologer, fortune teller.

Director of Recreation Center – in charge of administering the facilities, staff, and program of a recreation center such as a playground, community center, pool, camp etc. May be referred to as manager of a golf course, swimming pool, or beach club.

General Recreational Supervisor – responsible to the superintendent and is in charge of a group of recreation centers of similar kind, their personnel and the general program of activities.

Life guard – monitors activities in swimming area to prevent accidents. Cautions swimmers against unsafe areas. Rescues and administers first aid. Maintains order and inspects facilities for cleanliness. May conduct or officiate at swim meets. May give swimming instructions.

Play Supervisor – exercises general supervision over the play of children or adults on a play ground, or community center, and leads groups in organized play activities, or assists with special projects.

Recreation Superintendent – chief executive officer in charge of a department or division and its personnel; usually responsible to a board or commission.

Skating Rink Iceman – prepares floor for ice skating and removes ice after use. Sprays floor of rink, which has been chilled by ammonia pipes, with water hose to obtain ice layer of specified thickness. May keep order among patrons and protect property during skating sessions.

Ski Patrolman – patrols ski trails and slope areas to provide assistance and protection to skiers and report conditions of trails, ski lifts and snow cover on slopes. Inspects ski lifts to report safety hazards and evidence of damage or wear. May pack snow on slopes after storm or as directed. May give ski instructions or demonstrations.

Ski-Tow Operator – transports skiers up slope or mountainside on lift and collects fares. Collects or punches tickets for passengers and assists them onto and from lift. May repair and maintain motor and lift equipment.

Specialists and Assistant – serve as instructors in a special activity, usually at more than one center, or on a part-time basis. Differs from the supervisor of special activities in that usually they do not have the responsibility for promoting or supervising a phase of the program on a citywide basis.

Supervisor of Special Activities – specialist in charge of special phase of program development, such as supervisor of athletics, or of drama.

Usher – assists patrons at entertainment events in finding seats, searching for lost articles, and locating such facilities as restrooms, and telephones. Distributes programs to patrons. Assists in changing advertising display.

Resources

Dictionary of Occupational Titles – Vertical File

2-40.00 Recreation Attendants
0-27.06 Recreation Directors

ATHLETICS

Pre – Post Test

I. List five occupations in the area of athletics.

1.
2.
3.
4.
5.

II. List 3 occupations from those above and give the educational requirements and/or training needed for each.

1.
2.
3.

III. True or False

_____ 1. An athletic-equipment custodian is responsible for lining the field before a football or baseball game.

_____ 2. An athletic team manager decides what salary each of the players will receive.

_____ 3. An athletic trainer helps plan game strategy.

_____ 4. An umpire make final decisions involving disputable matters during a game.

_____ 5. The athletic director treats any injuries that occur during a game or practice.

_____ 6. An athletic coach is responsible for teaching the fundamentals and rules of a sport.

_____ 7. A professional athlete plays the game according to the rules written in his/her personal contract.

_____ 8. Once an athlete accepts money for his/her performance in his/her sport, he/she can no longer return to amateur status in that sport.

IV. Matching

_____ 1.	play-offs	a. One of many sub-scouts working under one head scout.
_____ 2.	schedule	b. Officially getting a contract from a professional team.
_____ 3.	game under protest	c. Is the minor team of a major league organization.
_____ 4.	bird-dog	d. A player who bats fourth.
_____ 5.	signing	e. A list of all players on a team.
_____ 6.	farm team	f. Selected top teams from a league, competing for a championship.
_____ 7.	scouting	g. Order in which each athlete will perform.
_____ 8.	roster	h. Seeking out prospective professional athletes by observing amateurs during play.
_____ 9.	line-up	i. A list of a team's games in sequence by date.
_____ 10.	clean-up	j. One team declares an infraction of a rule or play which affected the game's outcome.

Key – Athletics

III. True or False

1. False
2. False
3. False
4. True
5. False
6. True
7. False
8. True

IV. Matching

1. f
2. i
3. j
4. a
5. b
6. c
7. h
8. e
9. g
10. d

ATHLETICS

Learning Activities

1. Guest Speaker – Have one of the high school coaches speak to the class. Many coaches have also had professional-athlete experience or exposure and can cover both areas easily.

   Have one of the high school athletic directors visit the class.

2. Using a basic first-aid book as a reference, have the class break into small work groups and treat the following athletic injuries:

   sprained wrist
   nose bleed
   muscle cramp in leg
   heat exhaustion

Related Vocabulary

bird dog – one of many sub-scouts working under one head scout who recommends players for signing.

clean-up – a player who bats fourth on a baseball line-up.

contract – a signed agreement between a player and an owner of a professional team covering salary and obligations.

farm team – the minor team of a major league organization.

game under protest – game in which one team declares an infraction of a rule or play which affected the outcome of the game.

interscholastic sports – teams competing with other teams outside their school.

intramural sports – teams competing from within one school.

line-up – order in which each athlete will perform.

negotiations – contract bargaining between player and owner.

play-offs – selected top teams from a league competing for a championship.

rain-date – a game that has been rescheduled due to inclement weather.

round-robin – The type of sport tournament in which each team competes against all others at least once. The team that wins the most games wins.

roster – a list of all the players on a team.

schedule – a list of a team's games in sequence by date.

scouting – seeking out prospective professional athletes by observing amateurs during play.

seeding – is a process of arrangement used in athletic tournaments, placing the competitors who, by virture of previous performance, are considered superior in separate brackets in order to minimize their chance of meeting in early rounds.

signing – officially getting a contract from a professional team.

tournament – organized competition among players or teams for a state, local, or national title.

Related Occupations

Athletic Coach – Instructs groups at playgrounds and schools in fundamentals and rules of competitive sports. Forms groups into competing units. Demonstrates techniques of play. Drills members of group in fundamentals until they know all phases of the game, giving particular attention to physical conditioning.

Athletic Director – Plans, administers, and directs athletic activities, interprets and participates in formulating extramural athletic policies. Employs and discharges athletic employees on own initative or at direction of Board in charge of athletics. Assumes responsibility for athletic publicity. oversees and directs athletic staff. Prepares budget estimates and is responsible for all expenditures and reports.

Athletic Equipment Custodian – Keeps stock of new and used athletic supplies, such as balls, gloves, bats, shoes, and uniforms and issues supplies to players. Packs and unpacks supplies for road trips and insures that arrangements are made for their transportation.

Athlete, professional – Participates in competitive athletic events for monetary gains. Plays according to established rules and trains for sport by exercise and practice under direction of a trainer or coach.

Athletic Team Manager – Negotiates for players and directs professional athletic team. Directs conditioning and training of players. Selects players for positions on team and coaches them in techniques of game. Determines game strategy. Discusses and bargains with other clubs to sell or trade players. May also participate on team managed and be designated accordingly as Player-Manager.

Athletic Trainer – Improves physical fitness of athletes for participation in various sports. Prescribes routine and corrective exercise to strengthen muscles. Recommends special diets to build up health and reduce overweight persons. Massages parts of players' bodies to relieve soreness, strains, and bruises. Renders first aid to injured, such as giving artificial respiration, cleaning and bandaging wounds, and applying heat and cold to promote healing.

Instructor – An instructor may work on an individual or group basis. The purpose is to teach the basics or refinements of a sport as education or for recreational purposes. Areas of instruction may include bowling, swimming, ice skating, judo, riding, skiing, physical education and baton twirling.

Umpire – Officiates at sporting events and observes actions of participants in events to detect infractions of rules, and makes final decisions on disputable matters according to established regulations, consulting opposing teams or players when required. When concerned only with determining validity of goals, order of participants that reach finish line, or out of bounds plays, accordingly as finish judge, goal umpire, or lineman.

Resources

Books

S.R.A. A Handbook of Job Facts 371.42

Dictionary of Occupational Titles Vertical File

Athletic Coach	0 - 57:21
Physical Education Instructor	0 - 57:41
Teachers and Instructors	0 - 32:00
Umpire	0 - 27:06 — 27:08

BUSINESS CLUSTER

Introduction

To meet the business challenges of the 1980's, people will need to be prepared for a more complex economic and social environment. More specialized jobs in all areas of business have developed. An example of this would be the computer area, where more people are seeking employment in many different skills. As small businesses have incorporated into large operations, the complexity of jobs and titles has enlarged. In many ways this will aid individual mobility and provide more interesting jobs for people with definite goals.

Objectives

1. To increase awareness of the major families in the business cluster.

2. To know at least five different jobs and their requirements in the business cluster.

3. To become more familiar with the vocabulary used in the world of business.

4. To have some practical experience in the world of business.

SECRETARIAL

Pre – Post Test

1. List four activities a secretary would do.
   a.
   b.
   c.
   d.

2. Matching

_____	1. manuscript	a.	to draw up a tentative document
_____	2. legal	b.	according to law
_____	3. draft	c.	written paper
_____	4. duplicate	d.	act of writing down
_____	5. dictation	e.	copy

3. Name two specialized types of secretaries.
   a.
   b.

4. _____ is the use of symbols instead of words in writing the spoken word.

SECRETARIAL

Pre – Post Test

1. List four activities a secretary would do.
   a. Schedule appointments.
   b. Give information to callers
   c. Take dictation.
   d. Supervise clerical work.

2. Matching

c	1. manuscript	a.	to draw up a tentative document
b	2. legal	b.	according to law
a	3. draft	c.	written paper
e	4. duplicate	d.	act of writing down
d	5. dictation	e.	copy

3. Name two specialized types of secretaries.
   a. medical
   b. legal

4. Shorthand is the use of symbols instead of words in writing the spoken word.

Related Vocabulary

affidavit – a written declaration made under oath that statements are true and correct.

dictation – act of writing down something that is being directed.

draft – a drawing up of a tentative outline, sketch, or document.

duplicate – to copy the original exactly.

legal – based upon law.

manuscript – a written or typed copy as opposed to a printed one.

memorandum – an informal record of something.

notarize – to acknowledge or attest as a notary public.

stenography – the art of writing in shorthand.

transcribe – to make a long-hand copy from shorthand notes.

Related Jobs

court clerk – keeps records of county and handles court dockets.

court reporter – records examination, testimony, judicial opinions and other legal records. Uses typewriter or recording machine
Related job: court machine operator

legal secretary – performs secretarial duties in a law office. Requires specialized knowledge and training in the field of law.

medical secretary (stenographer) – required to have basic stenographic skills and knowledge. Does specific duties such as medical records, charts and correspondence in medical area. Must be familiar with medical terminology.

secretary – schedules appointments, gives information, screens callers, takes dictation, relieves officials of minor administrative and business details. Supervises clerical workers.

stenographer – takes dictation and transcribes it on the typewriter.

Activities

1. Write on the board a wide group of steno symbols. Have the students write a few sentences using them. Exchange them to see if you were understood.
2. With the use of role-playing, illustrate the job of a court reporter.
3. Plan a field trip to a local court to observe a wide range of secretarial jobs.

Resources – Student

Anderson, *Secretarial Careers*, New York, Walek Inc., 1961 (651.069)
Mayrs, *Your Future As A Secretary* (651.)
Whitcomb, *Strictly For Secretaries* (651.)
Bader, E., *I Want To Be A Secretary*, Children's Press, 1969

OFFICE (CLERICAL)

Pre – Post Test

1. List four clerical jobs
   a.
   b.
   c.
   d.

2. When we put papers in some form of order, we _____ them.

3. _____ is an exchange in writing between two parties.

4. Articles such as pens, paper, ink are called _____.

5. A system of long-distance written communication over wires is a _____.

OFFICE (CLERICAL)

Pre – Post Test

1. List four clerical jobs
   a. Typist
   b. File clerk
   c. Mail clerk
   d. Router

2. When we put papers in some form of order, we file them.

3. Correspondence is an exchange in writing between two parties.

4. Articles such as pens, paper, ink are called stationery.

5. A system of long-distance written communication over wires is a telegraph.

OFFICE (CLERICAL)

Related Vocabulary

clerical – pertaining to office work.

correspondence – exchange between two persons by letter.

file – a device by which papers are put and kept in order.

income tax – a tax on one person's income.

interview – a formal meeting of two persons, usually to evaluate the qualifications of one.

minutes – official record made of proceedings at a meeting.

petty cash – a cash fund kept on hand for the payment of minor items.

procedure – a course of action, customary method of conducting business.

proofread – to read and mark corrections.

record – to put into writing; to preserve.

stationery – articles such as pens, paper, ink, pencils, notebooks.

switchboard – an apparatus consisting of a panel or panels on which are mounted switching devices with connections so arranged that a number of circuits can be interconnected.

telegraph – a system of long-distance written communication over wires.

Related Jobs

business machine operator – operates various office machines.

clerk-general – performs duties not requiring knowledge of systems or procedures. Writes, types bills, proofreads records.

clerk-general office – copies data and compiles records and reports. Computes wages, taxes, premiums, commissions, and payments. Sorts files and proofreads material. Types, answers phone, and operates office duplicating equipment.

clerk-typist – performs general office clerical duties requiring use of typewriter in majority of duties.

file clerk – files correspondence, reads incoming mail, and sorts according to the file system. Keeps control record of filing material.

mail clerk – sorts incoming mail for distribution; dispatches outgoing mail.

order clerk – processes orders for materials or merchandise received by mail, phone, or in person.

router – stamps, stencils letters, or tags packages, boxes, or lots of merchandise to indicate delivery date. Determines routes by using standard charts.

shipping clerk – supervises and coordinates activities of workers engaged in packing and shipping merchandise material. Keeps records of shipment.

tax clerk – computes state or federal taxes on sales transactions on articles produced.

Related Activities

1. Take a field trip to a local business office to see the many clerical jobs. Civil Service can also be explained on this trip.

2. Have the students do filing of cards to test their own proficiency in time, accuracy and patience.

Resources – Student

Anderson, *Secretorial Careers,* New York, Walek Inc., 1961	(651.069)
Mayrs, *Your Future As A Secretary*	(651.)
Whitcomb, *Strictly For Secretaries*	(651.)
Bader, E., *I Want To Be A Secretary,* Children's Press, 1969	

COMPUTER

Pre – Post Test

1. List five jobs in the computer field.
   a.
   b.
   c.
   d.
   e.

2. Matching

_____	1. data	a.	to examine, part by part
_____	2. input	b.	to make a table or listing
_____	3. scan	c.	to channel in
_____	4. computer	d.	facts, concepts, instruction
_____	5. tabulate	e.	a data processer

3. A person who writes information to feed the machines is called a _____.

4. Computers use forms called _____ to represent some word or idea.

COMPUTER

Pre – Post Test

1. List five jobs in the computer field.
   a. Programmer
   b. Key-punch operator
   c. Data methods analyst
   d. Sorting machine operator
   e. Console operator

2. Matching

d	1. data	a.	to examine, part by part
c	2. input	b.	to make a table or listing
a	3. scan	c.	to channel in
e	4. computer	d.	facts, concepts, instruction
b	5. tabulate	e.	a data processer

3. A person who writes information to feed the machines is called a programmer.

4. Computers use forms called symbols to represent some word or idea.

Related Vocabulary

abstract symbol – a symbol whose form does not suggest its meaning.

analysis – the methodical investigation of a problem and the separation of the problem into smaller units.

collating – the process of interfiling two decks of cards in numerical sequence.

computer – a data processer that can perform substantial computation.

control panel – a part of a computer console that contains manual controls.

data – a representation of facts, concepts, or instructions in a formalized manner suitable for communication.

input – pertaining to a device, process, or channel involved in the insertion of data.

keypunch – a keyboard-actuated device that punches holes in a card to represent data.

magnetic card – a card with a magnetic surface on which data can be stored by selective magnetization of portions of the flat surface.

operation code – a code that represents specific operations.

programmer – a person mainly involved in designing, writing and testing computer programs.

scan – to examine sequentially, part by part.

storage – pertaining to a device into which data can be entered, held and later retrieved.

table – a collection of data in which each item is uniquely identified by a label.

tabulate – to form data into a table; to list totals.

tape perforating – is the recording of data in paper tape by means of punched holes.

verify – to determine whether a transcription of data or other operation has been accomplished accurately.

Related Jobs

auxiliary equipment operator – stores tapes. Assists key punch operator in his/her function.

card-to-tape converter operator – wires simple plugboard. Interprets signals from machine light panels. Identifies situations preventing system from operating properly.

console operator – examines the programmer's instruction sheet for the run and decides procedure to be followed. Readies the equipment and runs it.

data methods analyst (systems analysts) – analyzes business problems. Makes formulation and conversion to programmable forms. Changes material to electronic data processing system.

data-reduction technicial – analyzes raw data on magnetic tape, punched cards, photographic film, and other media to determine factors which will affect conversion to electronic form.

data typist – converts alphabetic, numeric, and symbolic data into coded form. Processes punch cards and tape.

high-speed printer operator – wires plugboards. Watches for lights on equipment which signify error. Specializes on one type of machine.

key-punch operator – prepares punched cards for overall operations. Proofs material before and after punched cards are prepared. Assists in designing card phase for specific job or project.

programmer – converts scientific, engineering and technical problem formulations to format processable by computer.

sorting machine operator – processes, runs punched cards through sorting machine. Possesses knowledge of overall program of data processing.

tabulating machine operator – inserts batches of punched cards into machines. Wires up plugboard with process used on specific project.

tape librarian – responsible for storing tape. Maintains control record on all tapes. Organizes a filing system to fit the purpose of each project.

teacher,computer – instructs in specialized area of data processing.

Related Activities

1. Take a field trip to local organizations to see computers put to work.
2. Visit the local college computer center for "hands on" activity.

Resources – Student

Englehardt, Stanley, *Careers In Data Processing,* Lathrop Publications

Ray, Jo Anne, *Careers In Computers,* Lerner Publishing Co., Minneapolis, Minnesota, 1973

FINANCE – INSURANCE – REAL ESTATE

Pre – Post Test

1. List four kinds of insurance.
   a.
   b.
   c.
   d.

2. List four types of real estate for sale in a newspaper.
   a.
   b.
   c.
   d.

3. Matching

_____ 1. survey	a. list of persons to receive pay.
_____ 2. mortage	b. regulations for use of land.
_____ 3. payroll	c. owed to another.
_____ 4. deposit	d. the price of borrowed money.
_____ 5. debt	e. a contract for payment of a loan.
_____ 6. loan	f. measurement of land.
_____ 7. zoning	g. saved resources
_____ 8. credit	h. to put in safe keeping.
_____ 9. interest	i. balance in a person's favor
_____ 10. savings	j. act of lending

FINANCE – INSURANCE – REAL ESTATE

Pre – Post Test

1. List four kinds of insurance.
   a. fire
   b. life
   c. theft
   d. car

2. List four types of real estate for sale in a newspaper.
   a. home
   b. multiple dwelling
   c. home sites and property
   d. industries

3. Matching

f	1. survey	a. list of persons to receive pay.
e	2. mortage	b. regulations for use of land.
a	3. payroll	c. owed to another.
h	4. deposit	d. the price of borrowed money.
c	5. debt	e. a contract for payment of a loan.
j	6. loan	f. measurement of land.
b	7. zoning	g. saved resources
i	8. credit	h. to put in safe keeping.
d	9. interest	i. balance in a person's favor
g	10. savings	j. act of lending

FINANCE – INSURANCE – REAL ESTATE

Related Jobs

Accountant – applies principles of accounting to install and maintain operation of general accounting system. There are many types, such as tax, systems, property, cost, machine processing, and budget.

Broker – buyer and dealer; purchases goods for resale.

Cashier – receives and disburses money in establishments other than bank. They include: cash accounting clerk, cash clerk, office cashier, agency cashier, hotel cashier, ticket clerk.

Customs House Broker – acts as intermediary between importers by preparing required documents of federal government.

Life Underwriter (insurance) – solicits and sells all types of life insurance, pensions. Knows about taxation and family finance. Keeps policies up to date.

Manager, financial institution (banking financial institution) – manages bank, trust company, savings and loan association. Performs many functions: maintains customer relationship, supervises accounting, establishes operating procedures and policies, approves or declines credit and loans. Managers include: branch bank, consumer credit, trust company.

Real Estate Agent – coordinates activities of real estate department, supervises staff such as salespersons.

Real Estate Clerk – variety of duties concerned with rental, sales and management of real estate. Types copies of listings of real estate sales and rentals, computes interest owed, checks due notices on loans.

Salespeople, Insurance, agent and soliciter – compiles list of potential customers, persuades prospects to purchase policies, calculates rates, may sell one particular type of life insurance. Includes: fire insurance, casualty insurance, life insurance, marine insurance.

Salespeople, Real Estate and Insurance – This is a wide group of salespeople involved in renting, selling and buying real property for clients, usually on a commission basis, and selling insurance to clients. Includes drafting contracts between insurance agents and insurance company, determining whether applicants are good risks, approving or disapproving insurance applications received from agents and investigating insurance claims and trying to effect settlement.

Superintendent (sales) – includes customer representative, sales manager, sales representative – promotes sales, clarifies costs, answers questions.

Teller – receives and disburses money in a bank. Include head teller, foreign exchange teller, note teller, savings teller, bond teller, collection and exchange teller.

Related Vocabulary

agent – one who transacts business for another.

appraiser – one who, by virtue of specific training, is qualified to express an opinion of value.

assets – resources, what one owns.

binder – an agreement in writing for the sale and purchase of real estate.

broker – one employed in negotiating the sale, purchase or exchange of land.

claim – to ask for, seek to obtain by virture of right, a title to a debt.

commission – the allowance made to a factor or agent for transacting business for another; a sum or percentage allowed an agent for his/her services.

credit – the balance in a person's favor.

currency – that which is a medium of exchange, including coin, government notes and bank notes, and paper money.

damage – loss due to injury of one's person or reputation.

debit – a record of an indebtedness; a charge against a bank account.

debt – that which is due from one person to another.

deposit – to put in safe keeping, as in a bank, care entrusted to another.

depreciation – loss in value of buildings or land resulting from age, physical decay, changing conditions in neighborhoods and numerous other causes.

financial statement – often called balance sheet; lists both resources and liabilities of a person.

foreclosure – legal action taken by a mortgagee when a mortgager is in default of his/her mortgage payments.

interest – the price or rate of premium per unit of time paid by a borrower for use of what he/she borrows.

liability – one's obligation or debt.

loan – act of lending; permission to use a sum of money lent at interest.

mortgage – an instrument in writing or contract pledging as security specific real property for the repayment of a loan.

payroll – a list of persons entitled to pay, with amounts due to each.

receipt – a writing acknowledging the taking or receiving of goods or money.

savings – that which is collected and preserved as money in a bank.

survey – an accurate mathematical measurement of land and any buildings thereon by the aid of instruments.

tenant – person who acquires the right to the use and occupation of the premises for a definite period at a fixed price.

transaction – a business deal.

zoning – a municipal ordinance regulating the use that may be made of each parcel of land.

Activities

1. Find an example of each of the following in the classified section of a newspaper.
   a. Home – one-family unit.
   b. Multiple dwelling – multiple family units and apartments.
   c. Home sites – subdivisions, lots, property
   d. Industrial property – to be used for manufacturing, storage or distribution purposes.
   e. Commercial property – office building, hotels, theatres, stores, garages, gas stations, parking lots.
   f. Farms

2. Take class to a local real estate office to view what is called multiple listings, to role-play looking at a certain piece of property and to be made to consider what the "client" he/she is role-playing can afford.

3. Have a representative from an insurance company visit and show the students a film on car insurance and its purpose – then discuss the job of insurance agent.

Resourses – Student

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Food and Your Weight, Home and Garden Bulletin #74.
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